

Break

Stop the music

Musical chairs at the universities. First prize, of course, went to Duncan Stewart, appointed last week as principal of Lady Margaret Hall, though such powerful names as Mary Warnock (St Hugh's and Special Education) and Sheila Brown, of the HMI, had been canvassed in competition.

The music also stopped last week at London University's Institute, where the highly desirable chair in educational administration was taken by Tessa Blackstone (see below), best known to the public for her work at the Think Tank but already with a solid academic background at LSE.

One of the players left still standing after that round was examiner for higher education, Gerry Fowler, but he is hotly tipped for the short list for the next vacant chair of education to fall vacant, which is at Warwick University. One of his competitors there is likely to be Martin Shipman, head of research for ILCA and a former lecturer in education at Keele.

The Warwick chair comes up because of the university's recent merger with Coventry College of Education, which will mean reorganisation of the education department and much new administrative work for its head. Professor Richard Skemp, the present holder, preferred a more sideways to become professor of educational theory, so there was another chair to play for.

True grit at the Institute

One of the several interesting aspects of Tessa Blackstone's appointment, at 35, to be professor of educational administration at the London Institute is that she clicks neatly into place as a competitor for the much-hunted but elusive support of the educational think tank.

Though her new department has previously concentrated on administration, management and organisation, the institute was interested in developing the educational policy side; for her part she was keen to give her own ideas on this at the selection interview, and was, of course, able to put forward some useful field experience in policy thinking.

Until then, nearing the end of her three-year stint with the Central Policy Review Staff, she admits to going through a "stage of neurotic indecision" on her next move. Should it be back to academic life, the Civil Service, the private sec-



Tessa Blackstone: "I prefer to take a stand..."

tor, or politics? (She is an active member of Hackney Labour Party and plans a return to the education and science committee of the NEC.)

One of her reasons for accepting the only slight disadvantage she could see to a specifically educational job was the danger of being isolated from the other aspects of social policy that interest her. Now it is clear that she will have the chance to widen the department's approach to look at education's relationship to other policy areas.

One of her reasons for accepting Sir Kenneth Barrill's invitation to join the Think Tank was that she wanted experience from the inside of how policy is made. "I learned as much about decision-making, the political process and the Civil Service in three years as I would have done in 10 years' reading."

She is still convinced of the value of an independent body like the CPRE, which is without vested interests and has the intellectual equipment to think succinctly and clearly and ask pertinent questions on subjects the Whitehall departments have not thought through.

Now Dr Blackstone wants to think whether there is scope for an Educational Policy Research Centre, but only after finding her feet and planning teaching. "It would be foolish to be too ambitious in my first year," she hopes to get together on the subject with Gareth Williams, at Lancaster, Maurice Kogan, at Brunel, and others at LSE, and consult with the DES, local authorities and teaching unions on the areas where they were doing research.

That does not change her own view that the DES also needs its own policy-making unit, able to stand back and think in the long-term of policies, content and philosophy. "They need to think about what they are trying to achieve. Policy research on the outside cannot go on in a total vacuum."

Tessa Blackstone is accustomed to lead with her chin as well as her mind; she believes that the researchers must draw out the policy implications of findings. It is better to take a stand rather than the one hand or on the other approach."

She agrees with another member of the Think Tank who described

that elite team as "the grit in the oyster rather than the oyster in the shell." But you must remember that the oyster expels the grit if there is too much.

Many observers thought there was rather too much grit in that controversial review, for which she and fellow thinker, Kate Mortimer, in particular, were attacked by their impetuous oyster, the Foreign Office. "It was a difficult decision for the whole CPRE whether we said what we thought or played it down," she takes it or leaves it approach was settled for.

There are, she says, more pluses than minuses on the state of her experience at the heart of government, with the maturing process and the pleasure of the esprit de corps to set against the frustrating, self-doubts and the invidious public attacks on the Think Tank young women that really hurt.

"That episode revised my views on feminism slightly. I used to tell my more feminist friends that the battle was won. Now I know that not everyone will accept views from a young woman that they would trust an older, or even a younger, man."

In the long term she may also do something about that at the institute. She also plans research on what determines the choices of girls in the secondary schools.

Exceptional chaos

Whatever else may have been exceptional about the first world congress of the Council for Exceptional Children at Stirling University last week, the organization was not.

To be fair to the local arrangements committee, which was chaired by Dr Bryan Dockrell, director of the Scottish Council for Research in Education, it was not entirely their fault. International conferences are

always bedevilled by problems, but this one seemed to stumble at every turn. And for the reason, one must look across the Atlantic to the Virginia headquarters of the CEC. A number of the speakers complained that not only were they unaware of what their precise topic was to be, but in some cases were even unaware that they were due to speak at all. Mrs Mary Warnock herself opened her remarks on the report of her committee on special education by saying that she had not expected to be chairing her particular session.

The local arrangements committee themselves were not altogether at fault with things, one distinguished member confessed, on seeing the TEN's copy of the conference programme, that he had not been able to find out who had been able to find anybody who had found one. Our copy would not in any event have helped him much, since eight of the pages were either partially or entirely blank.

The conference proper was ludicrously over-extended. On the Thursday morning, for instance, there were 29 "seminar" sessions and 10 "panel" sessions, most of them running in parallel—making a grand total of 55 panel topics and 125 seminar topics in four days.

Two of the English contingent, having already given their speeches in the first morning session and with a tight schedule, found themselves trapped on the platform as speaker upon speaker was introduced in an already crowded morning. Each speaker seemed more inaudible, monotonous or incomprehensible than the last. This time for pre-lunch drinks was running out—then the possibility of lunch itself. They could not escape past the distinguished platform line-up of provosts, ministers, etc. but in the event only missed their strawberries and cream.

Naturally people could not get around everything that was out of order but the frustration, for the Americans at least, must have been exacerbated by the confusion of the DES stamp. This in the stamp Americans need for their income tax rebates for conference expenses. Previously it was enough to have a stamp signifying attendance at the conference. But now a stamp is needed to show attendance at each session, hence the number of people who could be seen approaching for a stamp at the beginning or end of a session simply in order to get stamped.

Distinguished speakers found themselves signing these forms before the organizers, equipped themselves with stamps.

Creche crossfire

Last week the Warwick University students' union held an extraordinary general meeting to consider a motion to protest against decisions of the senate and other university bodies on the provision of a creche. The meeting was advertised with colourful slogans such as "sonnets strip the flesh off creche".

While there is undoubtedly no truth in the rumour that senate was reacting to Aristides' last piece on

Next week

Hooks: Ronald Fletcher takes a batch of new sociology books.

Reading aloud: Nicholas examines current developments in reading stories to children and looks back to Victorian Edwardian practices.

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Money saved by closures is to stay in education

by Mark Jackson

The Government has decided that in future money saved by school closures can be kept by the education service. The Department of Education and Science estimates that this will provide £75m a year by 1986 even if half the surplus school places are kept.

The news was broken to the Council of Local Education Authorities conference at Sunderland on Wednesday by Mrs Shirley Williams, the Education Secretary.

In her speech Mrs Williams said: "One of the main opportunities presented by falling school rolls is the chance to save some resources in this way in order to increase educational expenditure elsewhere."

The figure of £75m was the estimated saving on closing half of the 3m places that would become surplus by 1986, she said. But Mrs Williams said that important though this was, research among parents at school closures—particularly in the case of village schools—would be natural if the economic arguments were over stressed. "Parents and the public are more likely to be impressed by being shown that falling rolls can be used to improve the quality of education offered to their children. It is essential that parents understand that the educational case for closures has been fully examined."

The conference was given a package of positive news, and an exhortation to improve standards and extend activities with the implication that the necessary money would be there.

Teacher employment—on target, with the total number of teachers up from 452,000 in September to 465,000 in January, compared with

the rate support grant estimate of 463,200. The number of teachers on the unemployment register in June was 7,024, a fall of 1,828 since March, and 4,763 fewer than last September.

Advisers—Mrs Williams wants the authorities to consider whether their teams are strong enough to give teachers the support they need. Black teachers—it is hoped to start special preparatory courses to help members of ethnic minority groups gain entry qualifications for teacher training and higher education.

Warnock—a consultative document will be issued towards the end of this month.

Standards—Figures from the National Primary Survey by HM Inspectorate are consistent with a gradual improvement in reading standards over the past 20 years. The survey report will confirm that teachers give reading the highest priority, followed closely by mathematics and writing.

In-service training—the education secretary hopes the authorities will start a major expansion to carry out the tasks outlined in the Green Paper.

Teacher management—the DES is prepared to fund a study to provide information about the best current practices.

Calling for a new approach to the management of the teacher force, Mrs Williams compared most local practice unfavourably with that in industry and the civil and armed services, where there were standard equitable procedures for appointment, regular assessment and counselling, and grooming for promotion. My impression is that this is not generally the case with the teaching profession, she said.

This week

Youth summit

A Western education summit conference will take place in Paris in the autumn when education ministers of the 24 countries in the Organisation for Economic Cooperation and Development will meet for the first time in its 28-year history. page 5

Hawks and doves

This week Sir David McNee, Metropolitan Police Commissioner, urged tougher measures for juvenile delinquents. But do they always work? Meanwhile in London a comprehensive head says its pupils play truant for three years at a stretch. page 5

From the inside

What do children make of real live authors visiting their school? Jon Silkin and Jan Mark describe their very different experiences. pages 16, 17

Extra: reading

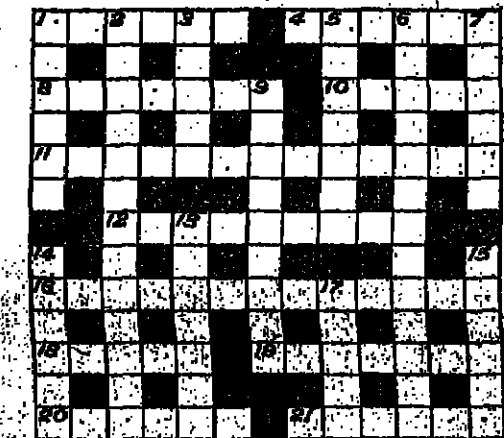
Twelve pages of articles and reviews on all aspects of reading, to mark the occasion of the 1978 UKRA conference. pages 31-42

Leaders: 21 School to work; 6 Foreign news; 10, 11; letters 12; 13; sport; 14; features, pastoral care, writers in schools 15-17; books, Ronald Fletcher on sociology, reading, theatre, 19-21; resources 22, 23; The Blackboard Forest: commentaries, maths textbooks, International Year of the Child, teacher training, 24; features, French children's books, archaeology, 25; Arts reviews, this week's films, music and education, theatre and education, politics in broadcasting, The Shape of Things, 70, 71; Break, bridge, crossword, 72.

Classified ad index

page 26

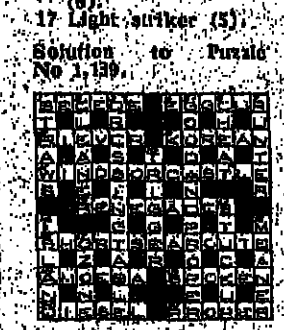
Crossword No 1,140



Across
1 Hope it will be 16 Indications of social rocky (6)
4 The English ship (5)
8 Once for a soldier (7)
10 Cauterisation but rarely (5)
11 Far from German currency (4, 2, 3)
12 Gay lancers allow their age (9)
13 Indications of social rocky (6)
14 Nonchalant never do their ancient (9)
15 No doubt unless especially used to bewilder it (7)
16 Literally associated with illness (6)
17 Food with it says it's time to stop (5)

Down

1 How the blade went snicker snack (3, 3)
2 They are taking time off (7, 6)
3 Doukley into poet (5)
4 Service support for the Scriptures (7)
5 The point came so to be merciful (13)
6 Electrically they go from point to point (6)
7 How the hader pays his rent (7)
8 A morning overcast (5)
9 Sunday caught by rising tide (6)
10 Unfortunately for the bird, the bird and the hawk, attachment (10)
11 Light, surfer (5)
12 Solution to puzzle No 1,139



Maths teasers

COMMON SENSE PROBLEMS

(1) Mr and Mrs Sweetheart were married four years ago, when the difference between their ages was one-sixth of the sum of their ages ten years previously. In four years time the sum of their ages will be sixty years. What were their ages when they married?

(2) When a sum of money in new pence, less than £5, is divided equally amongst six children, there is a remainder of 5p. When it is divided equally amongst eight children, there is again a remainder of 5p. Curiously enough if the sum of money were equally distributed amongst nine children, there would be a remainder of 5p. Can you discover the amount of money?

CORRECTION

PLAYING CARDS AND NUMBER PATTERNS

The diagram of this puzzle, published on June 16, was omitted in the complete puzzle. It is as follows:



The numbers from 1 to 10 are represented on playing cards by symmetrical patterns, but court cards—Jack, Queen, and King—have no such patterns. The 10 of spades is a triangle of 10 dots, the 4 of clubs is a rectangle of 4 dots, the 9 of hearts is a 3-2 pattern, the 6 of diamonds is a 3-3 pattern, the 8 of spades is a 3-5 pattern, the 5 of clubs is a 2-3 pattern, the 7 of hearts is a 2-5 pattern, the 10 of diamonds is a 4-6 pattern, the 9 of spades is a 3-6 pattern, the 6 of hearts is a 2-4 pattern, the 8 of clubs is a 3-5 pattern, the 7 of diamonds is a 2-5 pattern, the 10 of hearts is a 4-6 pattern, the 9 of clubs is a 3-6 pattern, the 6 of spades is a 2-4 pattern, the 8 of hearts is a 3-5 pattern, the 7 of clubs is a 2-5 pattern, the 10 of diamonds is a 4-6 pattern, the 9 of spades is a 3-6 pattern, the 6 of hearts is a 2-4 pattern, the 8 of clubs is a 3-5 pattern, the 7 of diamonds is a 2-5 pattern, the 10 of hearts is a 4-6 pattern, the 9 of clubs is a 3-6 pattern, the 6 of spades is a 2-4 pattern, the 8 of hearts is a 3-5 pattern, the 7 of clubs is a 2-5 pattern, the 10 of diamonds is a 4-6 pattern, the 9 of spades is a 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ILEA fifteen years on

As the immediate political reactions to Sir Frank Marshall's report on London government subsidies (page 8), it becomes clear that he has produced a workmanlike examination of a complex subject which may yet help to form the basis of reform.

It is not, as Labour swore it would be, a puritan piece of special pleading. It envisages a new strategic role for the GLC, absorbing some of the functions now residing in Whitehall and releasing some functions to the boroughs in turn. The problems it wrestles with are real enough: the solutions it proposes deserve careful study.

Whether it is what the new Conservative leadership, which commissioned Sir Frank in 1977, wanted is another matter. There had been persistent reports, for example, that the Conservatives wanted to dismember the Inner London Education Authority and return education to the inner as well as the outer boroughs. Mr Vigers' latest comments suggest that he still hankers after some means of having off the more self-sufficient inner boroughs. The Marshall report, however, simply reflects the burden of evidence which was presented: the disadvantages of breaking up educational London which has remained a single entity since 1870, and within which a complicated network of institutions and administration units has grown up, speak for themselves.

Sir Frank rightly rejects the regionalist idea of separating primary and secondary education, and the GLC and the rest to the boroughs. He demolishes one argument against the ILBA after another, while pointing out what it can do, because of its size and resources, which the boroughs would never be able to match. He gives the authority a clean bill of health in the matter of "responsiveness" and "representativeness" and comes close to attributing the William Tyndale debacle to a readiness to be open to too many conflicting views, rather than a disposition towards remote authoritarianism.

Law, order and social work

Sir David Macneil could count on a plentiful supply of column inches in the Sunday press and some nauseating applause from phone-in fanatics on commercial radio for his earthy remarks to the Boys' Clubs conference at Bristol last weekend. He invested the authority of his office as Commissioner of the Metropolitan Police in a plea for tougher "punishment" for juvenile delinquents. He challenged (by implication) the Children and Young Persons Act under which many young offenders go unpunished and which, he judged, is "unjust" because it allows "a great deal of discretion" which "can be abused". He said that the "majority of young offenders do not need to be treated as welfare cases" and that "they need merely to be given a sharp reminder that they have done something wrong and be left in no doubt about what will happen to them if they do the same thing again".

Inevitably this has been bowdlerised as an attack on "do-gooders" and "welfare services". In reality, what Sir David has said is that the "majority of young offenders" are not punished. But neither do they have good jobs in them. The social services are quite unable to provide "treatment" if

In political terms, Sir Frank had to put together a package of reforms which balance proposals for strengthening the GLC's strategic powers against corresponding steps to the boroughs. This may explain the specific proposal to substitute a joint education committee of all the inner boroughs for the present constitution of ILBA. It is not difficult to call into question the curious ILBA-GLC relationship. The ILBA's budget-making process seems to be remarkably well insulated from the electoral constraints with which other education authorities live.

Whether in practice there would really be more democratic control if all the members of the new statutory joint committee were drawn from the inner boroughs is not entirely clear. They would have to work on the basis of collective decisions with no power of veto by individual boroughs, so it would be extremely difficult to reject any budget (and, therefore, rate demand) adopted by the joint committee. Sir Frank maintains that it would cause education to become a local election issue and that this would be healthy.

This is what people always say in general terms and, indeed, it should be so, but many people will remain unconvinced that this would be the effect of the change he suggests. It certainly would not be worth sacrificing those benefits which ILBA now gets in the form of technical services like finance from the GLC for this optimistic hope of political advantage. But, as the report suggests, there are other ways of increasing borough participation without ending the GLC connexion.

The report reflects the recovery of morale in the ILBA since the disastrous election of 1975. It also reflects the fact that the school leaving age and disputes about the London allowance precipitated a staffing crisis. Sir Frank was clearly impressed by the support which the ILBA received from the teachers' union, and he was not at all unusual for institutional interests to prefer the devil they know to the uncertain dangers of reform. It is a measure of the nobility of the leadership of ILBA that they are able to effectively rally support from their potentially most damaging critics.

this is what society believes young delinquents should have. It is not the alternatives to punishment which have been tried and found wanting: in Chatterton's phrase, they have been found difficult and not tried.

If young offenders really did "merely" need to be given the proverbial sharp shock, it might be as simple as Sir David implies. Of course, the evidence shows how ineffective the punishment of young offenders has been in the past and shows up the excessive simplicity of Sir David's approach. But it is equally difficult to believe that the present policy of lenient neglect can be allowed to continue. Any government which pretends to be concerned about law and order cannot justify a situation in which both the police force and the social services are undermanned and in which such a high proportion of the young who are referred to the courts are not punished. The great majority of those who read or heard what Sir David said will have agreed with him because the attempt to "take the guilt out of juvenile crime" is offensive to the moral sense of most people. But no change of policy has any chance of success unless there are efficient and adequately staffed social services to complement "merely" punitive measures.

It is important to make sure the welfare services are not the only half-baked efforts at reform to be abandoned. As Wargack pointed out, the halfhearted could be next in line to suffer from an excess of faith and a paucity of resources.

Next week sees the publication of *Controversial Issues in Child Development*, a systematic review by Doria Pilling and Mia Kellmer Pringle of the literature to date, ranging from Bowlby and Piaget to Bernstein and the Newsons. It complements Dr Pringle's *The Needs of Children* (1975) and, like it, was commissioned by the Department of Health and Social Security. Research and ideas in five areas still the subject of dispute are summarized and assessed: the impact of very early life experiences on development; shared care; the father's role in the family; teachers' expectations and pupil performance; and disadvantage and intervention. Of these, published work on teacher expectations in particular had aroused so much hostility that authors decided the time was ripe for a critical look at the current state of the evidence. In this extract from the book Dr Pringle, who is director of the National Children's Bureau, gives a personal view on the background to thinking about teachers and schools.

Beyond the backlash

The past quarter of a century has seen what might almost be called a transformation of this country's education system. Sparked off by the 1944 Education Act, it was a period of high hopes and expectations, but it was also a period of disillusion and despair. The ladder or gateway to a more egalitarian, socially less divisive and open society in which merit and not wealth would determine children's life and career chances.

Then in the late 1960s disenchantment began to set in. Perhaps of disappointed hopes, which had been unrealistically high; perhaps in part a reflection of the general climate of the times which questioned and indeed resented authority; which was growing suspicious of collective excellence partly because it was viewed as an aspect of unfashionable elitism and partly because scientific advances were seen as a much more mixed blessing than had hitherto been the case.

No doubt many other strands contributed to this mood of disillusion which showed itself in such unexpected phenomena as unfilled university places for which previously there had been fierce competition. Also in the mid-1960s the birthrate was slowing down, leading to what is now somewhat over-dramatically called "the dearth". Coinciding with an increasingly severe economic recession, 1976 saw education faced with cuts so savage as to have been unimaginable even five years ago.

Concomitant with the gradual disillusion about the value of education has been the growth of an increasingly vocal lobby criticizing the level of educational standards. At its most extreme, this lobby claims that they have declined even among the most intensively educated, including university graduates. Yet it is beyond doubt that some standards have in fact risen. For example, the proportion of the age group obtaining a first degree has increased about four-fold; and there has been an average increase in the proportion of pupils who successfully take some examinations before leaving school. A more widely held criticism is directed against what are claimed to be the deteriorated scholastic standards of the majority of pupils who do not manage any examination successes, nor even achieve full mastery in the basic subjects of reading, writing, and arithmetic.

Whether or not standards in the three Rs have fallen is in fact a non-stating controversy. Inevitably, more heat than light. There is no reliable research evidence to make a sound judgement, nor does a dependable baseline exist from which a start could now be made. Some argue that it reflects a signal failure of the education system, that despite the great investment of recent years and the undoubted expansion in terms of manpower and financial resources, some

young people continue to emerge from 11 years at school almost illiterate. On the other hand, it can be argued that this is not unexpected since the investment has been relatively small in the primary sector and virtually non-existent for the pre-school stage.

Yet it is during the early years of schooling that the foundations are laid for the mastery of the basic tools of learning. Nor is it only a question of priorities regarding the age group to which the greatest resources are devoted. Prestige and status are involved too. It remains as true as ever that the most intellectually promising students are expected to teach older pupils on the (usually tacit) assumption that the younger child has the less necessary it is to have able, highly trained teachers. It is also paradoxical that classes become smaller the older the pupils, when it is the youngest who require the greatest amount of individual attention. Also, the total capital allowance for books and equipment for each child during the junior school stage is currently (in 1977) in the region of £10.26 a year, compared with the annual allowance for secondary pupils of £20.42.

Inflated expectations of what schools might be able to do to improve the quality of education have led to a backlash of disappointment. In particular, they have prompted a search for factors which might explain the continued educational shortcomings of pupils from socially disadvantaged home backgrounds. Studies of the kind going have been labelled "progressive" or "child-centred" (as against subject-centred) teaching methods; the imposition of middle-class aims and values on working class children; and teachers' attitudes towards and beliefs about the abilities of "disadvantaged" pupils.

These three issues have been hotly debated for the past 15 years and attitudes about them have to some extent become identified with left and right wing ideologies. Any research findings which lend support to either side are not only accorded wide publicity but they also prompt further research designed to refute or confirm its validity. The work of Basil Bernstein on the sociology of language in the home and school, and his research on teacher expectation and pupils' intellectual development in the late 1960s; and Neville Bonnett's on teaching style and scholastic progress in the mid-1970s, are examples of this.

There is little doubt that a child's progress is powerfully affected by his teachers' attitudes, values and beliefs; some of these will be overt and deliberate, others may be implicit and incidental. Still others may well be unconscious but just as powerful in influencing his learning. Teachers have an unrivalled opportunity not only to establish a favourable attitude

to learning in general, but also, where necessary, to prove or entirely rebuild the notion of a child's self-esteem, his attitude to learning, and his emotional understanding. To succeed in this a teacher has to act on the assumption that pupils possess an as yet unrealized potential for development, that an appropriate "diagnosis" will succeed in improving intellectual and emotional understanding, and that a "diagnosis" will succeed in improving intellectual and emotional understanding.

At a time when not only the NUT but the establishment under attack but when moral values are also being questioned, it is inevitable that the education and of teachers should similarly be subjected to criticism. Also in the face of economic crisis, doubts as to satisfaction are likely to lead to search for scapegoats. A public service which affects the lives of the public in one way or another is particularly vulnerable when it is no consensus on what it is should be. Nor is agreement between those who wish education to maintain the status quo and those who see it as an agent for social change; and those who believe education to be mainly concerned with the fullest development of each child's emotional, intellectual and intellectual potential.

The present research is an attempt to assess the quality, higher standards and nationally accepted methods for assessing them do not necessarily conflict with these broad aims. However, the danger of an overemphasis on what can be measured just because it is measurable, to levels of attainment rather than personal maturity.

Comparisons with standards of 20 or 30 years ago are not valid. A number of reasons can be given for this. First, the standards themselves are not the same. Second, the methods of assessment are different. Third, the social and cultural context is different. Fourth, the educational system is different. Fifth, the educational system is different. Sixth, the educational system is different. Seventh, the educational system is different. Eighth, the educational system is different. Ninth, the educational system is different. Tenth, the educational system is different. Eleventh, the educational system is different. Twelfth, the educational system is different. Thirteenth, the educational system is different. Fourteenth, the educational system is different. Fifteenth, the educational system is different. Sixteenth, the educational system is different. Seventeenth, the educational system is different. Eighteenth, the educational system is different. Nineteenth, the educational system is different. Twentieth, the educational system is different.

There is always room for improvement—a truism which most teachers would agree with. It is perhaps reassuring that a national survey of school improvement undertaken by the Children's Bureau (1976) found that the great majority of parents were satisfied with the education they had received. This is a reassuring finding, but it is also a reminder that the great majority of parents were satisfied with the education they had received. This is a reassuring finding, but it is also a reminder that the great majority of parents were satisfied with the education they had received.

Letter to the Editor
What happens if Rasch fails to deliver?
Sir, Alan Willmott and his colleagues at the NFER (The National Foundation for Educational Research), June 30, seem to think that if they believe something is true, it must be true. But APU monitoring is not "The Bunting of the Spark". At least I hope not, and Willmott is not the Bunting.

What I tell you three times is that I don't care how many times the NFER are told that the Rasch model is not a valid model, or any other, can do the job asked of it. You simply cannot have it both ways, as Willmott's letter implies. It is all no rambling on the aftermath of the 1968

Union calls for check on why I.e.a.s. fail to claim race-mix grants

by Caroline Haydon

The way in which money is handed out to increase staff in multi-racial schools should be reviewed by the Government as a matter of urgency, the National Union of Teachers says today.

Only about half of the authorities eligible to claim grant assistance for such schools are actually doing so, the union shows in a report. And only four appeared to have claimed such help specifically for the sort of specialist language work the grants are meant to promote.

The grants are payable under Section 11 of the Local Government Act 1966 which enables I.e.a.s with substantial numbers of Commonwealth immigrant children to receive 75 per cent of the salaries of staff employed to help these children.

It stresses that the fund is not the only form of central government money "allocated specifically to combat difficulties encountered by members of ethnic minority groups". But it has become difficult to administer in recent years.

The system has come under fire from those concerned with multi-racial education who say that money is not getting through to provide help needed urgently.

The NUT asked local authorities for details of amounts claimed under Section 11 and what they were used for. It received 95 replies out of a possible 104. Fifty-one I.e.a.s indicated that they had made no claim in the last five years, that they would not be claiming for the current financial year, and that no extra staffing had been paid for under the Section 11 grant.

Twenty-three authorities replied that they had claimed under the section, but 86 are considered to be eligible by the Home Office.

The survey also showed that claims were made most frequently for the employment of more teachers (34) and education welfare officers (15), as well as for non-teaching staff or ancillaries (14). But it notes that not many authorities have post-graduate training in description at least, to relate directly to work created by "differences in language or customs".

Only four referred to language resource units, teachers of West Indian groups, clinic classes or English language reception centres.

"The Government should as urgently as possible review the administration of the grant and bring forward legislation to ensure that the areas in need of extra staffing are funded accordingly", the NUT says.

It points out that the fund is the only form of central government money "allocated specifically to combat difficulties encountered by members of ethnic minority groups". But it has become difficult to administer in recent years.

Confusion reigns on grants for race-mix schools

As foreseen in the TES, April 21

Authorities with roughly similar 'New Commonwealth' populations often submitted claims for quite different grants. A county authority in 1975-76 of 23,000 claimed £1,000,000, whereas a metropolitan borough authority with an 'immigrant'

One in 20 pupils black says race commission

Nearly one in 20 school pupils are of New Commonwealth ethnic origin, the Commission for Racial Equality said this week. In a report covering its first six months of activity it says population estimates indicate that 450,000 pupils out of a total of 9.5m are from such a background.

This number will increase over the next few years while the overall decline, it adds. Each year between 40,000 and 50,000 ethnic minority youngsters are leaving school to enter further education or the job market.

"It is crucial both for them and for good race relations that they, the youngsters, should be equipped to realise their abilities to the full," says the report.

Already some 40 per cent of ethnic minorities in this country were born here and the time is certainly not far away when the majority of them will have been born here.

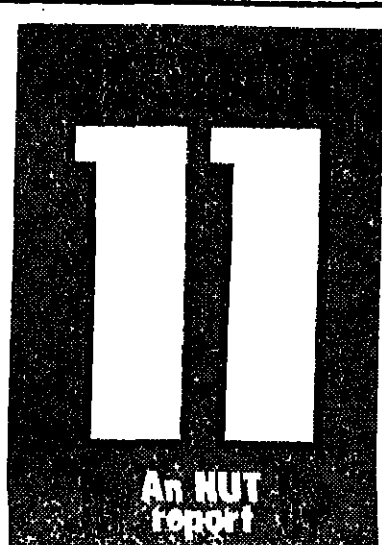
"It is therefore essential that the agencies which are primarily responsible for doing so—the report says that the commission intends to develop its promotional work in education. It will try to satisfy the demand for educational material in schools and colleges and put out data about good educational practice in different parts of the country.

The commission received 415 formal requests for help during the period covered by the report. Sixteen hundred and twenty-five requests for help were received. The commission received 415 formal requests for help during the period covered by the report. Sixteen hundred and twenty-five requests for help were received.

Commission for Racial Equality, First Annual Report (June 1977-December 1977) HMSO £2.50.

ILEA surplus prompts rebuke
Stephen Cohen
London Education Authority's financial year was 10 per cent more than expected, and earned itself a stinging rebuke from the Conservative Government.

Mr. Nigel Scott, the Conservative Education Secretary, said the authority should have learned about its overspend from the fact that the ILEA's rate by a penny was to have been cut by a penny. He said that the authority had been told that it was over budget, but it had not listened.



population of 20,000 in the same year claimed only £583,000.

The NUT is also concerned that authorities can claim for additional staff without identifying them or giving them a specific task. "This can mean that the special needs of minority groups are not being met", the report says.

The report recommends changing the term "immigrant" used in the present Act to "people from ethnic minority groups" and abolishing the present limitation on its application to people from the Commonwealth and those who have lived in the United Kingdom for 10 years.

It also says that the administration of the grant for educational purposes should be transferred from the Home Office to the DES, that the DES should give specific advice on its use and monitor amounts paid out, and that the formula by which the grant is calculated should be reviewed. At present, authorities are eligible for a grant if 2 per cent or more of the school population within their boundaries are the children of Commonwealth immigrants.

Section 11, an NUT report, NUT, Hamilton House, Mableton Place, London, WC1.

Bad schools are named in secret report

Bad schools in eight parts of the country are named in a confidential report which has been drawn up within the Department of Education and Science. The report, the existence of which was confirmed by the department this week, comments, often caustically, on the shortcomings of heads and teachers.

But it will never be published. A department spokesman said this week: "On the whole it is not helpful to draw attention to bad practice."

The report was written by members of Her Majesty's Inspectorate after Mrs Shirley Williams, the Education Secretary, became concerned at newspaper reports in the summer of 1976 of allegedly bad comprehensive schools. It contains a section called "Schools with troubling aspects". The spokesman denied that the document had been destroyed or shredded. "At no time was there an order for it to be destroyed," Mrs Williams had never suppressed any work the HMI wanted to publish.

The Waddell report on the reform of exams at 16-plus is to be published at 11 am today.

Student Bill thrown out

A private member's Bill to introduce voluntary membership of student unions was defeated in the House of Commons this week.

Mr Nicholas Winterton (C, Macclesfield) raised the issue under the Ten Minute Rule, but with little hope of success. The Bill received no official party support, but Mr Winterton claimed it had the backing of 60 Tory members, including Opposition education spokesman, Dr Rhodes Boyson, and the former Liberal leader, Mr Jo Grimond. The measure was opposed by the Government. —TES.

OU and schools get too much time on radio

by Virginia Makins

Schools broadcasting and Open University radio programmes are taking up an unjustifiable amount of airtime, according to Mr Aubrey Singer, the new director of BBC radio.

Mr Singer has proposed that from 1980 some secondary schools broadcasts and OU programmes should go out at 2 am, when they could be tape recorded by schools and students.

He has asked for a meeting with the Schools Broadcasting Council to discuss the idea. He has already caused considerable alarm in both education and educational broadcasting circles.

It is generally agreed that most secondary schools now record programmes. The old Rediffusion notion that the programmes should provide a "memorable interruption" in a lesson may still be true in primary schools, but has long since gone in the early evening, a peak listening time.

In theory, all that is needed for midnight recording is a time switch, not costing much. In practice, the wear and tear on recorders (left on some 15 hours a day) would certainly involve the schools in extra expense. Heads in poorly endowed schools, whose programmes are recorded by service laboratory technicians, would almost certainly cut down the use of programmes.

Some BBC radio producers are also apprehensive about the implications of the scheme. They fear, in particular, that it will be more difficult to persuade distinguished authors, actors and comedians to take part, when the audience is limited to schools that are energetic about recording.

The debate will, no doubt, become caught up in the more general discussion when the post Annan report White Paper on broadcasting is published at the end of the month. Many will see the schools broadcasting issue as just another way in which the present BBC management are more concerned with chasing ratings than considering the purpose of a public broadcasting service.

"What would take the place of the schools broadcast?", asked one academic. "The BBC seems to take the extraordinary view that people are clamouring about raising the licence fee because there is not enough low-level commercial broadcasting on the BBC."

Mr Aubrey Singer says reactions to his speech last week, when he floated the 2 am proposal, were "a storm in a teacup". At the moment four hours of radio time a day go to schools broadcasts, and another three hours to the OU (mostly in the early evening, a peak listening time).

He would propose that 45 minutes of secondary programmes and 45 minutes of OU broadcasts should be switched to night transmissions (the time span that can be recorded on one side of a cassette).

The recent waveband changes, and the campaign to persuade people to buy VHF receivers, has made the situation worse, he says. "There they are, home from work with their two lovely new stereo speakers in the living room: it's maddening to be told to change to grotty old medium wave."

The educational programmes are an enormous disadvantage when you're trying to bring the radio service of the BBC into the twentieth century.

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If you want to get ahead, get a degree

The main way a man can ensure a steadily larger income as he grows older is to get a degree—or at least that was the case before six years of pay policies and inflation.

This is one of the findings of the largest ever study of the relationship between educational qualifications and earnings in this country, published in the latest issue of *Population Trends*.

The study, by Faith Bunfield of the Office of Population Censuses and Surveys, was based on information from the 1971 census and a questionnaire sent a year later to nearly 400,000 people.

It shows that in those pre-inflationary days, a male graduate's average earnings rose steadily to a peak of about £4,500 at the age of 47. By comparison a man with A levels (or their equivalent) was earning only about £2,400 at that age, having passed his peak of £2,500 five years earlier. At the age of 60 the male graduate was still earning an average of over £4,000 a year, while the man with A levels was earning barely over £2,000—a sum he would have first reached when he was 27. Those with O levels or no qualifications had fairly constant earnings throughout their lives—at an average of about £1,600.

Population Trends 12 Summer 1978 HMSO £2.25.



The art of silver soldering demonstrated by a student on a "conversion course" at Bristol Polytechnic for primary school teachers wishing to teach craft to secondary pupils.

Once upon a time, when I was very young, and had just completed my own degree, I was given my first pupil. He was a contemporary of mine at my Oxford college, and had captained the college Rugby fifteen.

As a Rugby player myself, although one whose ambitions were frustrated by stunted growth, I admired him—and did until we became jointly immersed in Caesar's *Gallic Wars*. It was then that his limitations became apparent to me. After three years of study he had decided that his best hope of achieving a degree lay in transferring to his home university, the Oxford Pass School, where he could study in his mother tongue. With a Latin and a Greek, and a considerable knowledge of the *Gallic Wars*, he was, I thought, well equipped for the task.

Some eight years later my Oxford career reached its climax, or nadir. Which it was depends upon the reader's viewpoint. For I became a member of the examining committee in the School of Divinity, and was asked to translate, into English, the classical sections of that "modular" degree. When I arrived, hot and breathless, to investigate the first morning of the exam, I found myself in the middle of a full academic session, explaining why I was late. I was astonished to see my first pupil sitting in front of me, taking the papers for the unprepared class.

As I subsequently discovered the had by then a successful career in business, although his Rugby career had failed miserably, when he was

Scottish teachers are taking 'unprofessional' line, says director of education

Clash looming over composite classes

by Neil Munro

Local education authorities in Scotland and the largest teaching union, the Educational Institute of Scotland, appear to be on a collision course over the issue of composite classes in primary schools, according to the public postures of both sides so far.

The issue of composite classes—in which children of different age groups are lumped together as one class—has been a running sore for the EIS for some years. It came to head at the Institute's annual conference at the beginning of June when members of the EIS resolved that they should refuse to teach any composite class with more than 25 pupils in it.

This decision was taken against the advice of the union leaders, who fear that such a policy would place teachers in breach of the contract of service drawn up with employers two years ago. The contract states, among other things, that no primary class should have more than 30 pupils, adding only that composite classes should be smaller.

One of Scotland's most influential directors of education, Mr David Robertson of Tayside region, has already strongly deprecated the EIS's new policy and has made it quite clear that the authorities could

not comply with it. He has written to Mr John Pollock, general secretary of the EIS, accusing him and his executive of being "unprofessional" in suggesting that composite classes do great harm to the education of thousands of children. "So far as I know there is no objective evidence to support the claim that being taught in a composite class does any harm to any child. Claims of the kind you have made cause quite unnecessary concern to many parents."

But, as Mr Robertson and his fellow directors of education know only too well, the issue for the EIS is not confined to purely educational considerations. The union accepts that compositing different age groups in a single class has been a feature of primary schools in rural Scotland for years. But they now believe that authorities in urban areas have been artificially creating such classes in order to avoid employing extra teachers.

Staffing calculations in Scotland are complicated by the fact that education authorities have to make a promise between the requirements of the teachers' contract of service and national staffing standards for primary and secondary schools. These are laid down by the Scottish Education Department and described by them as "agreed standards, much to the annoyance of the

local authorities and the unions who deny that they were party to any nationally enforceable school staffing ratios.

Mr Robertson has accused Mr Pollock of being mischievous as well as unprofessional in "confusing in the minds of your members and the public the issue of composite classes with the quite separate issues of teacher unemployment and staffing levels in schools." The EIS hope nonetheless that their policy will create jobs for the 4,000 to 5,000 trained teachers they estimate are still looking for posts in Scottish schools.

Meanwhile the institute, which represents 76 per cent of teachers in Scotland, has advised members that industrial action will be automatic if any of their members are threatened with disciplinary action as a result of refusing to teach composite classes beyond the limit of 25—despite the union's acknowledgment that it would breach the contract of service.

If the education authorities follow Mr Robertson's advice, however, they will not take disciplinary action. The Tayside director has told schools that any teacher who refuses to teach composite classes beyond 25 should follow the grievance procedure laid down by the Scottish Teachers' Service Conditions Com-



John Pollock, general secretary of the Educational Institute of Scotland, accused of "confusing" minds of your members and the public the issue of composite classes with the quite separate issues of teacher unemployment and staffing levels in schools.

mittee. This would seem to be a futile exercise since the committee is quite specific about the size of many classes and the grievance procedure can lead, therefore, to a conclusion only.

The education committee of the Convention of Local Authorities in Scotland, which is the employers' organization in Scotland, has convened a special meeting next Friday to discuss the issue.

Ombudsman may deal with internal school affairs

The Ombudsman could soon be receiving complaints from parents about the allocation of staff to a particular class, Mr David Harrison, local ombudsman and member of the Education Committee of the House of Commons, said.

At present parents could complain only about allocation to a particular school. But last year representatives of local authority education officers told the Government they were concerned that they were being used as an adviser to the other teachers.

Classroom doors had been unlocked in the last decade, he continued. "But there is still a long way to go before it is normal for a class-teacher to invite in another teacher, even the head of the school, to see what is being done in part of the work with a view to 'improving it'."

He recognized the dangers in this. What had often bedevilled specialization in music was the fact that music classes were taken by a succession of teachers spending a long time trying to fill the half-hour rather than positively employing specialists of their own. There was a need for flexible staffing arrangements.



Hard at their school work, or are they concocting an absence note?

Punishment first—treatment second

An elderly man in Glasgow tells more children now than we did in 1969 when the Act was passed. Paul Cavadin, of the National Association for the Care and Resettlement of Offenders (NACRO), points out that the number of children sent to borstal or detention centres has increased by 140 per cent since that date.

"That is far more than any increase which could be accounted for by the rise in juvenile crime, which has been put at about 40 per cent since the beginning of the decade," he says.

David Thorpe, a sociologist at Lancaster University, reiterates the point. "Sentences received in juvenile courts between 1969 and 1975 have probably become more severe, while at the same time social work activity and contact has been reduced."

What NACRO and people like David Thorpe are pointing out is that far from showing that prevention measures do not work, studies reveal that they are less often used.

Paul Cavadin adds: "Children are now being dealt with more harshly and fewer of them are being dealt with in the community. The number of supervision orders on young offenders now is less than that in 1969, and the number of probation orders on juveniles in 1968."

So why has a system that set out to help, not punish, ended up by seemingly doing the opposite? It is common knowledge that large parts of the Children and Young Persons Act have never been implemented—parts which would have meant that it worked the people who drafted it intended it should.

And resources for the proper follow-up and care of young people in the community have never been found. Years after intermediate treatment (IT) was conceived as a place to give young people motivated by involving them in administrative work, IT projects are disappointingly scarce.

There are also, as even its advocates would point out, traps to the "welfare system". Since it does not set any limits on the punishment to be imposed according to the seriousness of the offence, children can often be punished com-

pactly harshly for even trivial offences. For stealing a small amount of money, for instance, a child can be put in a community home for a number of years, and even placed under secure conditions.

But unfortunately for the "tougher punishment" lobby, there is no evidence that in spite of the shortcomings of the "welfare system", any other system works.

Mr Pyle was pressing Sir James Hamilton, Permanent Secretary at the DES and a fellow speaker, for firm action to counter truancy. Calling for a stronger application of the law, he said not enough resources were put into devising realistic punishments for offenders.

Sir James Hamilton replied that it was education's job to secure that children understood the necessity for accepting the law. Head teachers should use their personality and ability to develop their school's tone and performance. "You are dealing with a much wider disregard for law in society. Short of arresting children and forcing them to school, what can you do?"

Mr Charles Stuart-Jervis, head of Abbey Wood School, said that arresting children might be the way to make children realize where they

had to be. As it was, even magistrates admitted they could do nothing.

Afterwards, Mr Pyle said he was fed-up with inaction over truancy. "The trouble is that it is all dealt with from a welfare angle. I would make payment of the child's allowances conditional on school attendance, with fines of £50 for parents whose children truanted, and periods of short, unpleasant detention for children who were persistent offenders."

Earlier, Sir James Hamilton told the conference he believed that the basic elements of education would remain the same in the new "robot age", but with a new emphasis on literature, the arts and music. "In the schools we have to go on doing what we are doing but do it better. But industry will expect of further education, a quite considerable change of syllabus and content, to produce the people capable of using sophisticated materials."

Sir James said the Assessment of Performance Unit was close to producing results, but teachers must relegate their suspicions of formal assessment of themselves. "It is accepted in the armed forces, the Civil Service and in big companies. In the schools we have to do it. It would be resented as leading to too personal a judgment. The teaching profession should not be too proud to learn from other groups of highly trained people."

Mr Guy Rogers, a deputy chief inspector of LEA schools, said it was time for head teachers to reassess their responsibilities to children, colleagues, governors and parents. Lessons would have to be planned for the benefit and stretching of individual children rather than the satisfaction of teachers' whims.

Owen Surridge

Race tensions will escalate

Each evening next week BBC 2 is to broadcast talks by specialists on race relations in Britain. Alan Little, producer of the series, argues that the tension between races in inner city areas is escalating unless positive steps are taken. He believes that the "black and white" approach, which has been giving too much attention to race issues tends to exacerbate them. "It is no longer appropriate," he says.

Professor John Rex gives the opening talk on race and the inner city. Dr Stuart-Jervis follows the next evening. Dr Rex, who is a leading expert on race, says that the "black and white" approach, which has been giving too much attention to race issues tends to exacerbate them. "It is no longer appropriate," he says.

Heads to guide probationers

The Inner London Education Authority is to set up its first formal training scheme for probationary teachers in September. Under the scheme, which is expected to cost about £500,000 a year, more than 800 teachers in London schools will get 38 half days induction training during their probationary year.

In secondary schools, 22 of these half days will be spent at their own schools under the direction of the head teachers. The other training sessions will be run by subject inspectors at teacher centres.

In primary schools, 20 of the half day training sessions will be school-based. There will be opportunities for future in-service training, out of school in the second year.

Truants who stayed away three years

Truancy is out of hand in some secondary schools and head teachers are powerless to stop it, according to Mr Cyril Pyle, headmaster of South-East London School, Durrant. He told a conference this week: "There are some children whose names are on my register but whom I have not seen for three solid years."

Mr Pyle said at a conference of London comprehensive school head teachers at Avery Hill College, Eltham, that much of the strain on head teachers stemmed from the increasing number of young people who had scars of regard for law and order—not only for the laws of the country, but also for the reasonable demands of teachers.

"This is particularly true of truancy. There are some pupils we seldom see and we are becoming almost powerless to deal with the problem. Once children realize they can get away with it, there is very little I can do. The danger is that the attitude will spread to other aspects of the law."

Mr Pyle was pressing Sir James Hamilton, Permanent Secretary at the DES and a fellow speaker, for firm action to counter truancy.

Calling for a stronger application of the law, he said not enough resources were put into devising realistic punishments for offenders.

Sir James Hamilton replied that it was education's job to secure that children understood the necessity for accepting the law. Head teachers should use their personality and ability to develop their school's tone and performance. "You are dealing with a much wider disregard for law in society. Short of arresting children and forcing them to school, what can you do?"

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School to work

Vocational training the right of all up to 18, OECD group

by Mark Jackson

Representatives of 24 Western governments including Britain and the United States have issued a declaration that everyone should have a right to vocational education or training up to the age of 18. But they warn that it cannot solve the problem of youth unemployment.

The statement came from a meeting of the Organisation for Economic Co-operation and Development held in Paris last week, the first called by the organization to discuss vocational education.

Britain was represented by officials from the Department of Education and Science, the Department of Employment, and the Manpower Services Commission, although some countries, including France, sent their education ministers.

The declaration will be put before the summit meeting of OECD education ministers due to take place in October. It will tell the ministers that youth unemployment can only be solved by broader economic and social action.

Mr Herman Schmidt, head of the West German state institute for vocational education and chairman of the conference, said that it would "make a bit of a political upset". Mr George Papadopoulos, OECD deputy director for social affairs, added that the conference was very keen that its discussions should be put squarely to the ministers "for political confrontation".

Most delegates agreed that while vocational training could not itself create jobs, it could help individuals to find them. It was vital to give all youngsters the skills to compete in the labour market. This meant "redistributing" resources rather than continuing to concentrate them heavily on the privileged group still in general education.

Mr Schmidt told the conference of the very statement of a German unionist that general education was the vocational training of society's leaders, while vocational training was the general education of the led. He called for vocational education to be accepted in future as "the comprehensive form of education".

Commenting on the conference, Mr James Gass, OECD director of social affairs, manpower and education, said that there had been a major change in the attitude to work-based education systems. Five years ago, the major theme of any international conference would have been the desirability of extending school education for as long as possible; and those countries keeping a largely work-based training system were defensive about it. Now it was agreed that both models were equally worthy of consideration.

But the conference, said Mr Gass, had made it very clear that there was insufficient data on which to make judgments and that most governments knew very little about school leavers. The OECD education department would concentrate on assembling information in three fields:

- The assessment of school-based and work-based systems of vocational education, and of various combinations;
- The kinds of capacities needed in working life, and the development of curricula based on such knowledge;
- Guidance and counselling.

Accompanying the civil servants from Britain was Mr Michael Harrison, chief of the Manpower Services Commission, who said that the only local authority educationists from any of the countries, Mr Harrison, who headed one of the working parties was widely praised for what delegates considered the most practical appraisal of the problems currently facing those who worked with the young.

Teachers set for battle with careers officers over in-service training

Long standing resentments between careers teachers and the local authority careers service are coming to the surface. The teachers want to keep the careers officers in what they see as their proper place—placing youngsters in jobs.

The careers teachers went over to this attack last weekend in an innocuous sounding resolution at the annual conference of the National Association of Careers and Guidance Teachers in Birmingham. It called on all local authorities to examine the appointment of advisers for "personal, educational, and vocational guidance work".

In debate, and more strongly in the conference bar, the Association's leaders made it clear that their first objective is to get in-service training out of the hands of the careers service, which is responsible for running it in many parts of the country. They feel that training teachers is a job for educationists and the more militant want careers officers kept out of the schools altogether. The function of the careers ser-

vice is to place youngsters in jobs, or in the various kinds of training or work preparation schemes, they insist.

The demand for in-service training to be put into the hands of teachers is part of a strategy to get a much bigger role for careers and guidance specialists. The Association is now trying to swing the emphasis away from a concentration on preparing youngsters for work, and to establish that, with long periods of unemployment likely for many school leavers, a much broader development of personal talents and interests is necessary.

Miss Rita Howden, president of the NACGT, told conference delegates that they should be deciding how far education for leisure ought to be part of their guidance programmes. The development of skills which were not directly related to job prospects was the most under-developed part of the curriculum.

The same message lay behind a resolution which called on the Government to establish a joint standing conference of bodies concerned with education, vocational and leisure preparation of the 14 to 19-year-olds. Miss Howden said she

wanted all the groups involved in preparing youngsters for work to have a say in the Government's educational policy, which was fragmented or dominated by one group's needs.

The association's proposal with extending the guidance counselling role was rejected by a further resolution which called on the Government to ensure that every school should have at least one careers teacher, and that the careers service should be responsible for their training and development.

The careers service is a "fight back" against a "take over" by the careers service, which is responsible for running it in many parts of the country. They feel that training teachers is a job for educationists and the more militant want careers officers kept out of the schools altogether. The function of the careers ser-

YOP attacked for masking unemployment

by Owen Surridge

The youth opportunities programme was attacked as a wasteful palliative, a blind for inaction and a screen for uncomfortable unemployment figures at a conference of careers teachers and employers in London last week.

The conference, which was organized by the Industrial Society in conjunction with the New Opportunity Press, the publishers of careers material, was told by Sir Richard O'Brien, chairman of the Manpower Services Commission, that "work opportunities for unqualified school-leavers would continue to decline thanks to advancing technology, the high cost of employing young people, and competition from married women returning to work."

He expected youth unemployment figures to continue to rise whatever the changes in the economic situation, per cent with no qualifications and inadequate preparation will be particularly vulnerable if we do not do something about it.

There would be no attempt, however, to compel employers to take on young people. "That would be counter-productive. We must prepare young people to take their fair share of the work that is going. It would be dreadful if a large proportion were prevented from entering the market and left to stay out of employment for life."

The youth opportunities programme was not a mere palliative, said Sir Richard. "We have tried to organize programmes so that lasting good will be done. Every body needs help when entering such a complex society as our own, particularly in life and social skills."

But Mrs Pat White, head of the London Education Authority, said that the principal careers officer told her that the YOP was a "wasteful palliative, a blind for inaction and a screen for uncomfortable unemployment figures at a conference of careers teachers and employers in London last week."

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School-based training is Conservative aim

Philip Yeining

The next Conservative Government will review teacher training courses to make sure they meet the needs of schools. Mr Norman St John-Stevas, Conservative education spokesman, said this week that training courses should become more school-based.

He promised a close look at the content of courses and indicated that educational theory should be reduced while practical training and classroom experience should be increased.

Addressing the Gwent branch of the National Union of Teachers, on Wednesday, Mr St John-Stevas said that the best place for educational training was during in-service training. Post-graduate students in particular should spend more time on teaching practice, and devote the rest of the course to studying classroom skills such as how to organize their work and keep discipline.

He went on to suggest the establishment of a "national head teacher college" with the specific purpose of training the top teachers, and that the Government should be invited to follow a course of in-service training for all teachers, and that it could become normal procedure for all heads or deputy heads to be trained.

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Integration of handicapped cannot be held back

by Diane Spencer

Demands for integrating the handicapped into ordinary schools could be resisted, Sir Edward Britton, Conservative education spokesman, said this week. He said that the Government would not be "forced" to integrate the handicapped into ordinary schools.

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Backward glance: Wiltshire children, in the guise of Medieval merchants, listen to the "village constable" in Lacock, where they spent two days reliving a medieval Wool Fair.

Move against 'ghetto' may avert strike

Teachers in Reading may call off their threatened one-day strike after signs that Berkshire County Council is to alter secondary school allocation plans that have caused a storm of protest in the town.

Reading Teachers' Association last week voted overwhelmingly to strike in protest against the plans which, they claim, would turn one comprehensive into a "ghetto" by allocating 50 per cent of all coloured boys who are changing school next term. No other school in the town would be allocated more than 10 per cent non-white pupils.

Under the scheme the school, Alfred Sutton Boys', would receive all children from the town's three educational priority schools, an intake which staff have warned "would be impossible to fit into the structure of a normal comprehensive".

Parents, teachers and school managers have attacked the scheme and formal protests have been lodged with the ombudsman and the Commission for Racial Equality.

In a joint statement this week Dr Gerald Vaughan, Conservative MP for Reading North, and Mr Tony

Durant, Conservative MP for Reading South, said that "alternative" arrangements for next term were being "urgently discussed and negotiated" with local councillors. They advised parents not to hold another special meeting to discuss the issue until those arrangements were made clear.

Mr John Ryan, a teacher at Alfred Sutton and a committee member of the Reading Teachers' Association, said: "For the first time they are not meeting the protest with an inflexible 'no'."

"This is a move in the right direction which could avert the strike, but we cannot give our unqualified approval until we know exactly what they have in mind."

"We would stress that we are not taking this action because we do not want black children, but because we feel that no child can benefit from being put into a school where the full range of educational opportunity is not open to them as could become the case here."

The National Union of Teachers, which has not yet given the strike official approval, said that a national officer would be going to Reading for talks with the county council.

Careers network plan

More than £100,000 is to be spent by the Schools Council to disseminate its work on careers education. It will use the National Institute for Careers Education and Counselling to train teachers to use its materials and to continue its support for local curriculum development.

The Schools Council Careers Education and Guidance project was started in 1971 and was only completed last year, after much criticism of its length. The material it produced is only now being published.

The money will be spent over the next three years on a network of regional coordinators, to adapt and develop training modules for careers teachers and provide training throughout the country, to expand the Institute's resources centre and help to set up similar centres to monitor the use being made of the Schools Council materials in relation to other careers material, and to help teachers to deal with problems that arise over them.

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TS03

How a Wolverhampton school has benefited from close links with a local company. By Tim Albert

Tarmac smooths the surface between school and the world of work

At the end of this month 18-year-old Liz Ford from Wolverhampton will start an expenses paid fortnight in London. Liz, who has just taken three A levels at Highfields School, and who hopes to study botany at Exeter University, will be taking part in the International Science Fortnight, an annual event which includes scientific talks and demonstrations, visits and a full social programme. Among this year's speakers will be Margaret Thatcher talking on science and the politician.

Last year Vijay Kumar, another pupil from the school, took part. He later wrote that the two weeks had been "a most enjoyable and beneficial experience". Liz, who had her expenses paid out of a short list provided by the school, was chosen by a panel from the local firm of Tarmac Ltd, who paid the basic £130 fee plus a small amount to strengthen the relationship between school and work.

The scheme started in 1976 when Tony Bowyer, head of the 1,600-pupil comprehensive, wrote to the planning and development officers of the company, one of the biggest construction groups in the country with an annual turnover of £68m in 1977.

"A school in isolation," he says, "was a classicist and in some ways

I feel my education could have been more broadly based. I wouldn't say the curriculum was bad, but there are obvious deficiencies. I would like the children here to do better than that. . . I have also served in independent schools, and became aware of the considerable support they get from industry. I felt Tarmac was right because it was a local success story."

Within three weeks of his initial letter he had met senior managers from the firm, and a working group of three was set up to look after the link. Mr Bill McQuarrie, group personnel development manager (and a Tarmac employee whose wife teaches at the school), and Mr E. Williams, head of science (and now deputy head), in what is doubtless the key to the success of this enterprise, the three have been meeting regularly ever since.

One of the first projects was the organisation of day-long projects for science and engineering. A level pupils at Tarmac's technical centre, where they spend the day working on recent or current problems, and getting a feel of life in industry at the same time.

"We have had very favourable reports," says head of science, Mr Jordan. "Before they in the school they are only going for the lunch, but when they have been to Tarmac they are going to be the best of the best. The head of the technical centre has been impressed by the standard of the pupils and has had to change his preconceived notions about comprehensive education."

Another contribution has been the provision of guest speakers for the school's O level course on British industry, society or technology. Talks have been on the firm generally (as part of the Industrial O level pupils have to write a case study of a business enterprise), on industrial relations, job satisfaction, and through Tarmac's advertising agency - an advertising "Some of the speakers would have made very good teachers indeed," says Julian Pandy, head of humanities.

But perhaps the most spectacular manifestation of the link so far is the 1802A ICL computer which the firm has donated to the school. Worth some £200,000-£300,000, seven years ago, it could compete with the best of the manuals - a relatively rare coup. Using this as a base, the head of computer studies, Mr Pandy, has been able to persuade other companies to make further donations, and now claims the best equipped computer centre in any United Kingdom school.

But that has also been a considerable help to the company's recruitment drive. Pandy has interviewed a number of employees in order to write profiles as part of a careers project. Company officials have been keen to see the head of the technical centre, and have been impressed by the standard of the pupils and has had to change his preconceived notions about comprehensive education."



Tarmac employees have a go with the Highfield School pupils in the use of a donated computer.

Future ideas include applying to the Department of Industry for funds to convert a classroom into a specially designed technology base which could be used for developing further, more practical links, allowing young employees to go to the school's outdoor pursuits centre in Wales and possibly a later overseas expedition, using one of Tarmac's overseas operations as a base.

"We are more than satisfied at the moment," says Bill McQuarrie for Tarmac. "We were concerned that in schools children don't appreciate industry. We don't know enough about it. We have been trying to redress that balance."

But it remains to be seen whether the current one-way movement, from

£400,000 boost for Welsh

A new programme to halt the decline in the Welsh language, the Welsh Office is to pour £400,000 into the development of Welsh teaching materials for schools. It will press the Government to introduce specific grants for bilingual schools.

The programme was announced by Mr John Morris, Welsh Secretary, at the meeting of the Welsh Joint Education Committee in Cardiff.

Mr Morris said that the £400,000 would be used to develop Welsh language books and materials for secondary schools. The project will start by developing materials for use in primary schools, and will eventually cover all subjects.

chess should also look at the effectiveness of their teaching methods and the integration of Welsh into the broader curriculum. The support of parents should also be encouraged, he said.

Mr Morris stated that the WJEC and the Welsh Counties Committee had both told him of their opposition to principle to central Government grants for specified educational purposes (specific grants).

But they had agreed that an exception should be made for bilingual education, provided the grants were on top of their normal contribution to local education spending. Because the position of the Welsh language was so urgent, Mr Morris said he intended "at the earliest possible opportunity to seek the necessary legislative power to enable me to pay specific grants towards the cost of bilingual education in Wales."

Brazil's problems start at nursery level, or even before. Fay Haussman reports

Getting ready for school with Programme Alpha

RIO DE JANEIRO Only 7 per cent of five and six-year-olds in Brazil go to pre-schools which are predominantly private and attended mainly by children from urban middle-class families.

In 1975 Brazil had 15 million children aged between two and six, of whom only 570,000 had any type of education.

Until about two years ago pre-school education suffered from the lack of efforts to comply with the 1971 Basic Education Law which makes education compulsory for children between seven and 14.

State and municipal attention focused on three age groups exclusively, but while enrolment rose to a respectable 82 per cent, failure rates in the early grades remained high.

In 1976, failures between first and second grades convinced progressive educators that the ineffectiveness of first-grade schools would continue unless the causes of these failures were tackled in the pre-school years.

The shortcomings of Brazilian schools are recognized as going far beyond academic considerations, and as being rooted in poverty and underdevelopment—hunger, inadequate health care, and cultural deprivation.

Added to this is a soaring urbanization rate: between 1960 and 1970, Brazil's rural population grew by only 6.9 per cent, whereas its urban population swelled by 62.7 per cent, as people from rural areas flooded into cities woefully unable to provide even minimum services, let alone the facilities to help poor children adjust to urban surroundings and assimilate education.

However, the prevailing lack of emphasis on building up pre-school education is being attenuated, in part by research into the needs of underprivileged school-aged children, and by the start of several experimental early childhood education programmes in Rio and São Paulo.

Probably the most auspicious is Programme Alpha. It follows a study by a team of São Paulo educators headed by Dr Ana Maria Popovic from the Carlos Chagas Foundation, who spent two and a half years comparing the effectiveness of first-grade schools with dedicated centres for poor children in São Paulo and Brasília.

The study showed that almost half of the children who fail in first grade do so because the skills and attitudes which they are expected to integrate is not prepared to receive them, since it presupposes a minimum ability and because they are in an way prepared for the demands of school.

Programme Alpha was tested in 1976 among children from poor families in the outskirts of Osasco, a large industrial city near São Paulo. These children spent their first three months in first grade with relearned, cognitive games preparing them for more intense formal instruction.

They learnt to distinguish between similar shapes, to differentiate between similar sounds, to form shapes and to imitate simple arithmetic operations with pieces of coloured plastic.

They were encouraged to put their own words on cards to simulate them to identify sounds, and eventually, letters and syllables.

After having proved that they were able to assimilate new information, to solve problems by reasoning, to interact as a peer-group, the children were ready to tackle the challenge of formal first-grade instruction.

Programme Alpha is remarkable mainly in that it provides minutely detailed instructional materials for both children and teachers. More than 30 per cent of Brazilian basic school teachers have never had professional training.

Part of the Programme Alpha material is a book explaining the entire method in the simplest terms, a manual telling the teacher how to teach each subject, and a set of questionnaires asking for the teacher's observations and suggestions.

Brazil's Ministry of Education and Culture has now distributed Programme Alpha materials in four states where it is being tried among 35,000 children. Other states have themselves bought Programme Alpha materials.

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Guidance for the lucky few

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■ LETTERS

FE: the day Defusing a racial time bomb

J. W. BOOTH,
Deputy headmaster,
The Bishop Gore Senior Compre-
hensive Mixed School,
Delahache Road,
Barnet, Middlesex.



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ped such pupils. The country needs these young people in our specialist field and we look forward to a more enlightened approach in the future.

PROFESSOR D. E. CONWAY,
Head of school,
Leicester Polytechnic.

Early to school . . .

When is Futures

Caribbean Teachers' Association.

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Does wonders

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half-time. It appears that my 4-2-4
is much to do against their negative
Shuttleworth into midfield, take off
rion to kick the hell out of them!"

Time for thinking schools to speak

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J. B. A. WILLIAMS,
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Widston,
Crawley

JACQUELINE A. GILL
Head of Geography,
Norton Park Secondary School,
Ghurchill Road,
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simple statistical model, based as it is on an inadequate theory of education. Schools must be reformed, not just restructured, and the instruments of change must be

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Rasch: model is on a very shaky base

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The fight to

more to use only traditional text analysis techniques in handling the APU analyses, the scope for studying in any detail the nature of any changes observed in the performance of pupils across the country as a whole would be limited".

Again, according to Willmott: "The beauty of the Rasch approach is that it does not provide purely descriptive results but is able to provide a means of gaining a better understanding of what is being measured." Does he mean that this

"Very satisfactorily" by other researchers. While we would agree that it has had some success in describing rather narrowly defined psychological traits, in our view it has had a very limited success when applied to education. It was pre-

only by holding a well attended seminar last December but also by inviting one of us to join its advisory group on statistics.

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Sport

Kevin's 85 not out takes trophy north

by David Bennett

Remarkable batting by 15-year-old Kevin Hayes, who scored an unbeaten 85 out of 118, gave Queen Elizabeth Grammar School, Blackburn, victory over King's School, Worcester, by seven wickets in this year's Lord's Taverners Cricketer Colts competition at the Oval.

Hayes carried his bat through his side's 91 minute innings, and his tenth boundary was the winning hit with 11 of the 40 overs remaining.

But it was only because of a badly needed sting in the Worcester tail that Hayes had the chance to play such a memorable innings in the overcast conditions hardly suitable for a final which had attracted entries from 1,400 schools.

Worcester's captain, Mark Thompson, who had survived three chances in his innings, must have regretted batting first on a pitch which proved helpful to Blackburn's opening attack of Paul Cocker and Robert Davenport.

Like a helpless bystander at the non-striker's end, Thompson saw six of his colleagues depart for 32 runs. By then much of the venom had gone out of the wicket as the next two wickets added 83 runs.

Thompson found a worthy companion in Robert Davenport as this pair shared a seventh wicket partnership of 30 before Davenport was needlessly run out. Thompson's 170 minute vigil, in which 16 of his 36 runs had come in boundaries, ended in the 31st over.

The dismissal was the signal for Mark Luke to put bat to ball. In 44 minutes he scored an unbeaten 32 which contained four boundaries. He was particularly severe on Davenport, whose last three overs conceded 15 runs. This made his final return 3-24 in eight overs while Cocker had the impressive return of 2-8 in eight overs.

With the possibility of rain deciding the outcome on a faster run rate Hayes made light of the 116 needed for victory. Even though two wickets had fallen for 30 he continued in aggressive style, reaching his 50—made out of 51—in 44 minutes off 51 balls.

Then he allowed Andrew Greenwood to take charge as their third wicket stand put on 67 in 13 overs. When it was broken Hayes duly finished the match with the minimum of bother.

Scores: King's School, Worcester, 115-8 (M. Thompson 36, M. Luke 32 n.o.; R. Davenport 3-24, P. Cocker 2-8) lost to Queen Elizabeth's GS, Blackburn, 118-3 (K. Hayes 85 n.o.) by seven wickets.

How to lift—by 16-year-old

Robert Shepherd, of St Bernadette School, Bristol, who will be representing Wales in next month's Commonwealth Games in Edmonton, Canada, is in the British schools weightlifting team against West Germany tomorrow.

Shepherd, 16, was one of the British victors in the 6-2 defeat of the Germans last year in Dover. He was below his best then and only just managed to win.

Tomorrow afternoon, at the Heathland School, Haverstock, Middlesex, he hopes to show the form and technique which earned him a trip to Canada.

There will be an immediate return match in Manchester at the end of the month, during the power play week. International matches are arranged every year by the Welsh Gymnastics Federation.

Pictures of Shepherd in action are used to illustrate weightlifting techniques in a leaflet produced by the schools section of the British Amateur Weightlifting Association to encourage more boys to take up the sport and more teachers to take the coaching course. PE advisers have shown such interest in the leaflet, says the association's schools secretary, Mr Denis Mul-



Dressed for the classroom—but Kevin takes time off for a session with the bat.

32 n.o.; R. Davenport 3-24, P. Cocker 2-8) lost to Queen Elizabeth's GS, Blackburn, 118-3 (K. Hayes 85 n.o.) by seven wickets.



...insisting on quiet while the head addresses the school on the tummy...

Portslade win golf championship

Portslade School won this year's Sussex Schools' Golf Championship at Seaford with a total of 24-1-1 on less than the runners-up, Dullingham School High School, Dullingham, Norfolk. In the best conditions of the year, Portslade's team, captained by Peter and John, won the title.

Portslade's team, captained by Peter and John, won the title. The competition attracted entries from 21 schools, each of which provided a team of four, with the best three players scoring. Portslade's team, captained by Peter and John, won the title.

Tennis scheme a hit

by Stanley Levenson

Inflation, of an acceptable amount, is a necessary part of the tennis scheme launched by the Foundation with the Coca-Cola and Dunlop.

The first pilot project, to seven L.E.A. areas in London, attracted 850 boys from 189 schools. Now the scheme's national coordinator, Mr Jack Moore, says it has extended to more than 2,400 young players in 24 schools.

The project is designed to help more youngsters, especially in inner city areas, to take up tennis through a series of school leading up to regional final.

Meanwhile, the well-known Wimbledon Cup tennis tournament was reaching its 100th birthday at the Queen's Club, London, this year.

The team from Queen's School, Lytham St. Anne's, Lancashire, must be wonderful. It will ever win the Wimbledon Cup for girls, which is being held today. This is their fourth appearance in the final, but not winning the cup.

Millfield School are three years on they have been for many years winning the trophy for boys' tennis. They were beaten by Millfield School, Essex. This time the boys were absent.

The two other schools in the final are Painsley School, Cambridge, and St Michael's, Portsmouth, West Sussex. In the boys' Glanville Cup, he played yesterday, Millfield, defending the title they had won in succession.

Table tennis stars fly out

A busy end of July for 22 England's top schools table tennis players. Most of them will be competing in the 1978 British Schools' Table Tennis Championships, to be held at the Richard Nixon Sports Centre, Bradford, on July 23-24.

In two groups to Barcelona in Turkey. The European Championships, on July 23-24, will be held in Turkey.

England are putting up a strong team to oppose teams from Ireland, and one from France, Scotland and Wales. Right players from the European Championships, on July 23-24, will be held in Turkey.

Four of the Barcelona winners of the 1977 international tournament are Colin Wilson (St. Paul's School, Walsham), and John Smith (Barnet School, London). The other two are John Smith (Barnet School, London) and John Smith (Barnet School, London).

Accompanying them to the tournament are Colin Wilson (St. Paul's School, Walsham), and John Smith (Barnet School, London). The other two are John Smith (Barnet School, London) and John Smith (Barnet School, London).

Chris Rogers (City of London School, London), who was the 1977 international tournament winner, is also going to Turkey. He is also going to Turkey.

Malcolm Green (Shrewsbury School, Shropshire), who was the 1977 international tournament winner, is also going to Turkey. He is also going to Turkey.

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15 Caring for learning

James Wetz puts forward proposals for bringing together the pastoral care and academic systems normally kept separate in secondary schools

The more complex the organisation, the more the pastoral system must help the pupil both in clarifying the overall objectives of the school and in identifying the practical and primary task of each day—the task of learning.

If we are to invest so much school time, scale posts, and effort in the pastoral care system then it must play a positive, educative role, and not only a controlling and caring one. The pastoral or year head must make demands of the academic side on behalf of his clients, the pupils and their parents. He must concern himself that pastoral care is also "academic" care, providing the pupils with a positive view of what it means to be a student.

In what practical ways can the tutor approach this task? There are some pre-conditions for the tutor group which the management must fulfil before this wider approach of pastoral and academic care can be tackled effectively:

- The tutorial role in the school must be given high status, with the most experienced staff involved in the actual task of tutoring.
- The tutor group must be reduced to 12 to 15 pupils.
- Tutors should have an option of teaching their tutor groups.
- Time must be given for tutors to meet, and for skilled tutor supervision and consultation to be made available.

All this cannot be overstressed, for without a manageable tutorial group, high status for tutorial work, and skilled consultation on the nature of the tutorial role, there will be insufficient concern for learning.

The tutorial work will be concerned with the following needs:

- To make the overall aims of the school significantly clear for the pupils.

- To allow the pupils a right to contribute to a discussion and review of these aims.
- To make daily, weekly, termly, even yearly experiences fit into a coherent and purposeful conception of the pupil's school career.
- To discuss in principle and in detail the mechanisms that regulate their working lives as pupils—such things as time-tables, subject options, class groupings—so that these can be seen to be contributing to their task of learning.

Against these general principles of tutorial group work there must be specific, concrete and pertinent tasks for tutor and pupils that clearly establish a concern for learning as a real part of the pastoral care system. Some of these tasks may well be for the pupils the very ones that the tutor has been doing for them, thus protecting himself from confronting his proper role.

There is no reason, for instance, why assessments and subject progress should be filled in on pupil charts by the tutor. Such a task undertaken by the pupil would on the pupil's behalf require a recognition of his performance, a discussion of its implication with the tutor, and would serve to stress the tutor's personal involvement and concern for the pupils' learning.

Further, there is no reason why the pupil's academic reference should be written only when he is in his final year. It is reasonable that the closed and confidential tutor file should become open (to the individual pupil), a continuing statement of the pupil's achievements and academic progress, filled in by both teacher and pupil, which can be discussed by tutor and pupil at appropriate intervals. There are many ways in which the academic bond between tutor and pupil can

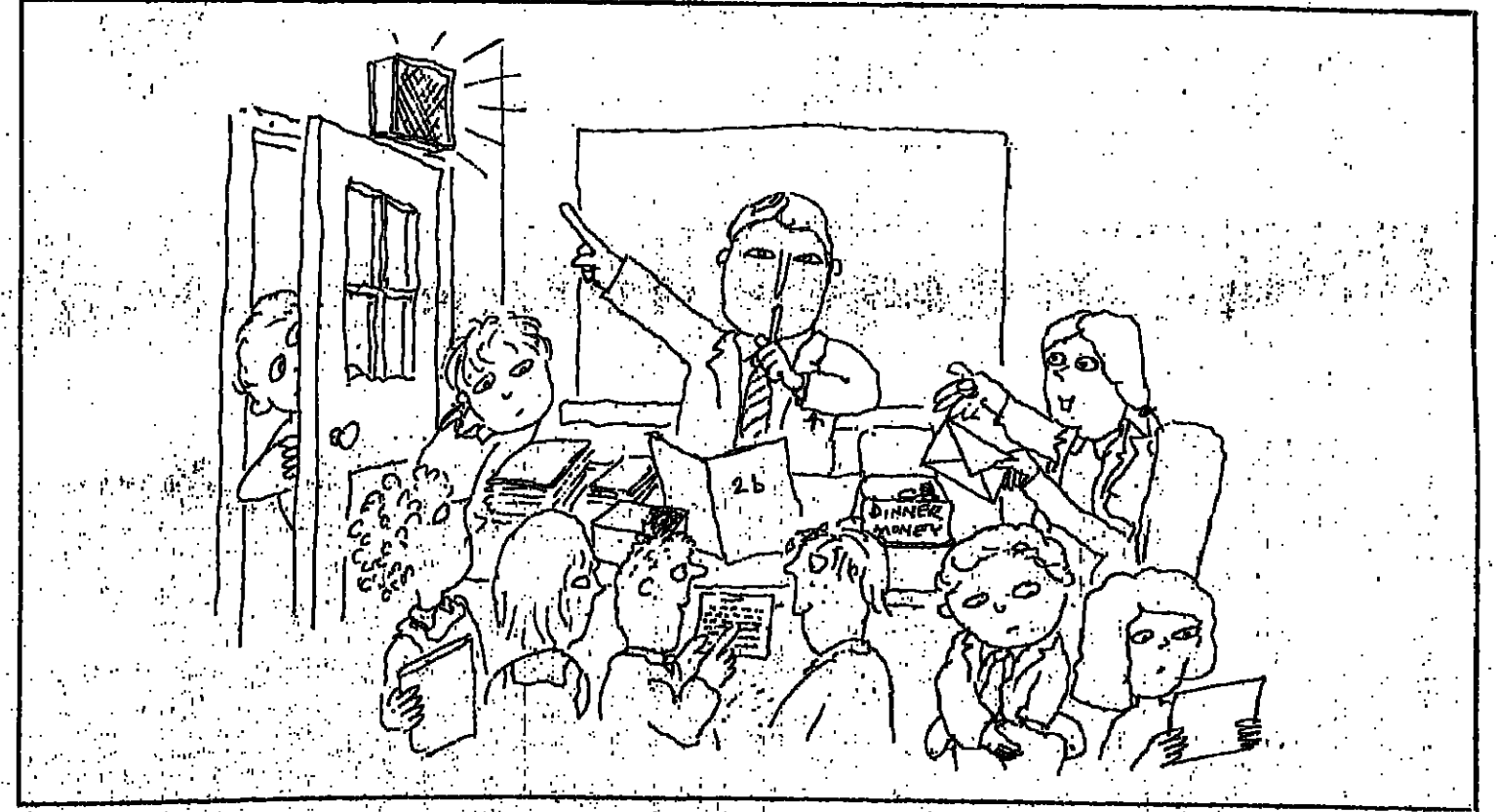
be stressed and made clear as an important task for both.

The tutor must have details of his pupils' whole curriculum, content, approach, and assessment, as well as a working and informal contact with as many of the pupils' teachers as possible. Only then will he be able to work at his pupils' overall experience, and be able to work with them in establishing the total context of their learning.

With such information and contact at his disposal, and with frequent discussions with individual pupils, and the group, about what they are doing in lessons, what they are interested in or have difficulty with—trying to take the pupils beyond a mere "I don't like that teacher" or "history's boring", to an understanding of how such feelings might be turned to positive use through explanation or pupil discussion with a teacher that has been previously agreed between the tutor and the teacher—then learning as part of pastoral care will become a relevant and necessary part of the school's life.

Although a sensitivity to an individual's needs, to personal and family problems that are presenting themselves in difficult behaviour, are of critical importance (and rightly part of the tutor's role), the central task of learning must be brought back into the picture. A deep and practical concern for the pupil's learning may well mean the tutor is even more closely involved than before with the personal difficulties which cause disruptive behaviour and prevent learning. It will certainly make the tutor more competent to deal with them.

James Wetz has just been appointed assistant director of studies, Buryleigh College, Leicestershire. He was formerly head of humanities, Hartcliffe School, Bristol.



...insisting on quiet while the head addresses the school on the tummy...

David McKee

16

Many schools now bring professional writers in to work with or talk to children,

often with impressive results. But what do

the writers themselves make of these visits? Below, the children's books author Jan Mark pens a wry portrait of a typical

classroom encounter; while the poet Jon Silkin (opposite) finds that it's 'no good trying to

be literary' with inner-city children



Jan Mark with children from Melbourne Park Junior School, Chelmsford.

Author and agitator

Jan Mark

I gave up teaching seven years ago, but even now, when I enter a school, I cannot accustom myself to the experience of being welcomed.

I still have difficulty in convincing myself that I have anything to say that the children want to hear. Yet I should recall my own daughter's sleepless excitement at the prospect of her class being shown over the municipal tip by a genuine dustman. The author's only advantage over the dustman is rarity value, since dustmen outnumber authors fairly heavily.

The headmaster tows me in and props me up at the front. "This is Mrs Mark, who is a real live author, and she's come here today to talk to us about writing." The smaller children look sceptical. They know all about writing: they learned it in the infants. What is the man on about? The introduction usually leans heavily on the glamour of meeting a real live author.

Me? While the children look me over I decide my strategy: who shows up with such regularity that he has become almost a friend. He was there in the first lesson that I ever taught and he is still there: the class agitator. He is not violent, or surly, or even unpleasant, but he promotes unease, spreads alarm and despondency, and is generally dedicated to reminding you of things that you would sooner forget.

He is subversive. In the old days he used to lurk at the back of the room, where he thought Miss was too dumb to notice him; but on these festive occasions he is always in the middle of the front row, beaming at me even while he delivers a rival epistle to his mates on either side.

He is just close enough for me to hit him over the head with a wad of galley proofs, and when I do he stops talking

but goes right on beaming. This is purely in deference to the prevailing situation. If you meet the agitator merchant in class and so much as touch his ear with a sheet of the paper, he falls to the ground with a cerebral haemorrhage.

I kick off by introducing them to a book in all its stages, from the first rough notes, through the three typed drafts, to the final bound copy. They seem to find the rough notes the most enchanting. I hold up a bundle of dirty bits of paper, plucked together and frayed at the edges, and explain that this is how I begin, jotting down ideas without any particular notion of the end result.

It goes down well to remark that my school compositions used to look like this. It goes down well because their school compositions look like this too. We have the same problems. When I tell them that this derelict collection is the result of maybe six months' hard thinking they look distinctly encouraged. They, after all, are used to turning out a story in 30 minutes flat.

It amuses me constantly that small children are encouraged to produce works of fiction in cold blood, with only their severely limited experience to draw on. One might as successfully expect a car to go from 0 to 60 in five seconds without any fuel in the tank, and yet they do it, regularly, and so do I, once I tell them

that I could not do it now, which is perfectly true, and they bridle, smugly. They appear rather more confident than the sight of the typewritten words represents between 40,000 and 60,000 words they are right to be dumbfounded by the words they are right to be dumbfounded by. I am dealing in light years. You can count to a hundred, easily, and you can count to a million because life is so short. But 60,000...

An awe-stricken hand goes up with a question. "Do you count every word?" No. Bring on the galley proofs. Corrected proofs is my conception of a fairer than childbirth. The prospect, more than childproof, but the sight of galley proofs always provokes interest, because they are such a funny shape, being pages joined head to tail instead of being separate.

A brief pause to admire the cover of the illustrations. "Do you do your own pictures?" Once I would have said "No," but I am obliged to admit that I tried to. I emerged from my four years at college with a diploma in something which has nothing to do with books. Up goes another hand.

17

"Didn't you go to university?"

Literature descends the intellectual scale by several degrees.

"Don't you have to pass exams to be a writer?"

Not even CSE Lampshade Trimming is the slightest help.

"Did you want to be an artist?"

No, I wanted to be an opera singer. They exchange looks. Clearly, even the most disoriented nitwit can break into print.

Every school is different, but question time never varies. The questions never vary. I have learned to avoid certain questions by answering them before they are asked. Thus, if I explain beforehand that I rarely watch television, I do not have to decide on the spur of the moment whether I prefer Starek to Hutch (who would not?).

Should I mention casually that I do not enjoy football enough to write about it, no one will ask the name of my favourite team. Having admitted that I wanted to be an opera singer, I am unlikely to appreciate the music of Dildo Schmuck and the Pistol Whippers, so we pass painlessly round that hurdle, leaving the field clear for a subject that, strangely, is as dear to their hearts as to mine.

Grown-up audiences invariably react with an embarrassed giggle when I say I started writing because I needed the money. Children are rather more realistic. They want to know how much I earn. Without any reticence at all they will question me closely about royalties and advances, income tax and overheads. I was once asked if I would consider becoming a tax exile. I should be so lucky.

Only once did I encounter any disquiet at the information that I write more or less full time.

"Who looks after the house then?" asked a group of young fen tigers, who were evidently in no doubt about the usual pecking order.

"I look after the house while my husband works, and he looks after it while I work," I said, adding that neither of us looks after it very well.

"Don't he mind?"

"I expect he would have left by now, if he minded too much," I said, cheerfully. A little cloud of disapproval hung over us all for a moment.

They badly want to know how old I am, but they have been taught that it is rude to ask. They get round that.

"How old were you when you started writing?"

Thirty-one.

"How long have you been writing?"

Four years.

This is followed by some rapid arithmetic, and I can see that they are deeply sorry that I didn't have my success while I was young enough to enjoy it.

"Do you like writing?" I am tempted to reply that I wouldn't do it if I didn't, but after all, haven't I just said that I regard it as a job? It is a depressing reminder that not everyone can change on a career that will make them active and happy. It seems tactful to remind them that in between the bouts of euphoria I spend long periods banging my head on the typewriter.

The class agitator, old Memento Mori himself, detects a chink in my defences. "Have you ever had a book defaced by the publisher?" he inquires, hopefully, a kind of Inchcape Rock in the front row.

"Not yet." They sense that there may be more to this, so I tell them the true horror story of my latest novel, which had so much edited out of it that I had to rewrite it, cutting ten thousand words in the process. They are dreadfully shocked by this, which is as it should be. So was I.

"Didn't you mind?"

"Not at all," I say, primly. "It needed to be done. I expect you get your English compositions handed back all covered in red biro?" They nod, fellow sufferers.

"Up gets my friend in the front row, with a truly frightful grin of anticipation. 'What would have happened if you'd said no?'"

"All yes. Well, I often wonder about that myself."

I tried them with Owen's *Futility*. Every irony in the poem had to be explained, and at the end of it somebody suggested it wasn't a very good poem anyway. That's it, I thought; whatever attitudes cross the wastes between our cultures' irony is not one of them.

The *Encyclopaedia Britannica* has been published by Kestrel in September, simultaneously with the Puffin edition of *Thunder and Lightning*, Jan Mark's first children's book.

Floyd Briscoe's poem

The day she died

My soul was in torment:

She came so slowly, and our

Relationship took so long to ripen.

Then she departed: so swiftly,

Taking with her a piece of me.

I kneel at her grave,

Thinking, she couldn't have really

Loved me or else she wouldn't

Have done this wicked thing.

Running off with death.

Vital verses

Jon Silkin

Aylestone is a large comprehensive in Brent, North London, of about 1,700 students. There are 51 nationalities in the school, all of which have their own language as well as English. Seventy per cent of the students are black, the remainder Asian. A negligible number are white and, of these, a sprinkling are not English.

The school represented a challenge I had never before encountered, and I had little idea what, if anything, I might be in a position to offer. During my interview for the fellowship, I had said as much; I had claimed that I would go with no preconceptions of what I would do. My assertion was now to be tested.

My first session was with 15-year-olds. The idea was that, since the students had had experience of the previous Fellow, Paul Evans, all that was necessary was to announce that the new Fellow, Jon Silkin, was waiting for them, and to ask "Who would like to go?" This was asked of, in the main, fourth and fifth formers, and it was decided that my bands of readers (and perhaps writers) would be limited to, say, six or seven students; and that they would attend on a voluntary basis.

Since that was the system, it became even clearer to me that if I didn't succeed with them, they would be unwilling to repeat the visit—in which case I would be left with the tell-tale absence of willing students which no amount of kindness from other teachers could disguise.

I had previously gone through a number of anthologies, and picked out poems I was going to try on the students. I hoped I would get some responses. I had also decided I was going to include my poem *Death of a Son*.

I had no intention of forcing the students to write poetry, thereby turning this into one more academic or school activity. If they liked poetry, good; if they didn't, well, then I would talk to them about whatever they were interested in. My one resolve was that there would be no silences other than those between the asking and answering of questions.

This was surely very little equipment with which to engage them—pitiful, I concluded, and as my six students filed bashfully into the school's committee room, the pleasantest area in the school, I felt the paucity of what I had to offer. After all, they've only seen one poet before, I thought.

Wilfred Owen wrote in a letter: "I don't want to write anything to which a soldier would say *No Complaint*." True of his poetry, it might seem. These students were not soldiers, not even "ordinary" students. They were Asian and black and, ultimately, they weren't going to take any nonsense.

I tried them with Owen's *Futility*. Every irony in the poem had to be explained, and at the end of it somebody suggested it wasn't a very good poem anyway. That's it, I thought; whatever attitudes cross the wastes between our cultures' irony is not one of them.

How about my own poem—about the death of my first child. Will they make anything of that? They did. Indeed, one of the comments from an intelligent, uncompromising 15-year-old black girl was that even more might have been said for Adam, and perhaps less concerning my feelings. But, she asked, most of all how did the mother feel?

These branchings were for me decisive. Whatever happened, it seemed I had to provide poems that offered fundamental human issues concerning which you could only argue or turn away. It was no good trying to be literary when one had first to engage their emotions and senses. That would come later—if at all.

For instance, Wole Soyinka's *Telephone Conversation* was evidently a poem which, in enacting the problems and conflicts of a black man searching for a room to rent, expressed much ethnic grievance. But in locating this, one also found a responsive and sophisticated intelligence, direct, almost casually uncompromising, as though the question of compromise were not even worth the bother of considering.

And so it proved. Compromise wasn't part of their language, although rationality was respected. You either won somebody to your way of thinking, or not, and in this I began to see one important difference between the English—though not perhaps my Jewish—way of perceiving and thinking, and that of my students.

Needless to say I liked them; and it was probably as much from that liking, as from their success in coming to grips with poetry as diverse as ballads on the one hand and, say, William Stafford's *Traveling through the Dark* on the other, that I finally got bold enough to ask them to write poems.

Clearly a number of them already wrote poetry. Could I in some way get them to write more concentratedly, if they didn't do that, or with more formal care, if that, as was frequently the case, was what was wanting?

I decided that form was not, initially, going to be either my concern or their problem; for the majority of them did not write, and perhaps had never thought of doing so. In *Voices 3* is a vivid translation of Villon—An Old Woman's Lamentations—as Synge calls his prose version. I got them to read this, and suggested that if they liked they could write their own poems, without lineation if they wished, but that what I wanted from them was a highly charged imaginative version of what they might think old age, poverty, or love consisted of. Or if none of these areas appealed, whatever they would.

The one thing, I insisted, was that they must not simply reproduce Synge's phrases, though they might care, if they wished, to follow his imaginative sympathies. I tried to introduce the business of their writing as casually as possible, as though we had already broached the matter—which, in a sense, we had.

I now offer some of the results from this and related sessions. But first, an extract from Synge's "original" Villon, so that readers may judge how far, and in what ways, Synge's vernacular, and his imagination, helped the students to help themselves.

The man I had a love for—a great rascal would kick me in the gutter—is dead 30 years and over it, and it is I am left behind, grey and aged. When I do be thinking what I was one time, and what it is I am come to, and when I do look on

my own self, poor and dry, and pinched together, it wouldn't be much would set me raging in the streets. Where is (then follows a list of the beauties she once possessed)?

Here is Anastasios Demetriades' poem: Life is not only hard, and tough but it's cruel creating a contrast of sorrow and happiness, for a woman who is left alone in a world that is equal in length for the distance as far as the eye can see. For her it's like falling into a big vacuum where she can't find anything to hang on to, and as time passes by, she sinks deeper and deeper into the vacuum. She falls. Nobody can hear her drowned voice calling for help. She gives up.

Next a piece by Devon Kerr: It is a cold and bloody morning as the bell of the church tolled. Oh why didn't she listen to me? I marched behind the coffin weeping great blobs of tears. Lord why thou punishest me? were we living in sin? As the coffin went I felt a cold wind upon my face, as if a tornado was trying to blow me off the face of the earth.

This work by a Greek and a black student were not the only achievements.

Sylvia Chown represented a different kind of exploration. I was given, later, a group of first years. Anyone who has worked with this age-group will probably have experienced a certain malleable and/or obliging attitude which (in my limited experience at least) showed itself in the prolific nature of the contributions.

Sylvia produced a poem about flowers: that is, about flowers and human beings; or about what human beings look like if you happen to be a flower:

We are small
We are tiny
But we are not so many
You are big
You are tall
You look 9 feet tall
If all of you picked one of us
We will die at a touch
We will be no more
You will throw us out the door
With our petals gone and body bare
We will lie out there.

This seemed almost too easy for her to accomplish; and since she'd produced the poem in ten minutes and there was another forty to go, I decided to see what would happen if I restrained her impetus. Might it produce a more concentrated flow, an even more imaginative energy?

I decided to ask her to "re-write" the poem, explaining as best I could that I wanted to see what happened if she concentrated on some of the ideas in the poem. In fact she produced two further versions of this original; here are three lines from the second version:

You can pick them
Grow them, buy them, kill them
But they will grow what-ever you do.

In this version death is a deliberate infliction, but an equally strong sense of survival (not present in the first version) has made its way in. In the third version the idea of survival is repeated but—and by this time Sylvia was getting tired—the flowers become "nicer" versions of "nice" humans:

No one is nicer than them
No one in the world.
The *Aylestone Anthology* was my choice of the most interesting work done not only during my year at the school but also, since the students offered me this work done at other times, and often, it would seem, without the urging of an adult, I am grateful for what seems to me an act of confidence on their part in being offered this work.

The vitality of the Aylestone student, in my limited (too limited) experience, seemed exceptional. A truly multi-racial but un-English microcosm, the work produced there was imaginatively adventurous, but formally fairly conservative. And that is what one might expect, given, however, that one is always surprised by the manifestations of the imagination.

Aylestone often surprised; poverty and elegance, for example, often went hand in hand. I am, of course, speaking literally, not about the students' writing.

* Available price 25p (plus 10p postage and packing) from the Secretary, Aylestone School, Aylestone Avenue, London NW8, Tel 01-451 0880.
Jon Silkin is editor of *Stand* magazine.

24



Going over the top

Paul Clark

Probably no one can remember when Eddie Waring first informed us that a player sent off during a rugby league game was on his way to "the early bath". Yet this description is now part of the everyday language of sports commentators, and supporters themselves have adopted the expression.

Similarly, in football new words and phrases used by the media gain almost instant recognition. The "sweeper" and "sweeper" players who could "bend" free kicks and "read the game" and by 1974 the Dutch were playing "total football".

Who is responsible for coining these terms? Is it the managers, the sports writers and commentators, or the players themselves? And when the terms are quickly popularized, do they influence the language of our pupils? I began to think about this during one of the early World Cup matches when David Coleman, instead of observing that a team had been awarded a free kick, commented that they were faced with "a deadball situation".

The players themselves are described in equally novel terms. Half-backs have been replaced by "mid-field generals", who have to keep



the opposition away from their "last line of defence" (the goalkeeper), and pass the ball forward to "front-runners" and "target men". Teams which used to boast "aerial power up front" while "at the back" man to man marking with defenders "closing down" players has given way to "zonal marking".

At the beginning of a game defenders will often try to "soften up" a player by kicking him instead of the ball and players thus injured "take a knock". Not surprisingly they seek revenge, and in the opening minutes of the Argentina-Brazil game players were "looking for each other" no doubt ready to "go over the top" to gain revenge for an unfair tackle.

Teams used to attack, but now they "push up", when they are "going forward" players no longer run into the penalty area, but "arrive in the box". Instead of being unmarked they are "available in space" where balls are "laid off" for them to shoot with their "favourite" left (or right) foot. "In this situation" is good, they can "put it away".

To succeed, a manager must "do his homework" on the opposing team, and then hope his players

will "come good" or be "on song" and that his team will "play a bit", which means that their team must win or at least draw (presumably a defeat is not a "result"). If they play exceptionally well they might even qualify for a "famous" victory or, as in the game between Tunisia and West Germany, a "famous" draw.

If the good team can "move up a gear" they will soon be "asking all the questions" while the opposing team, often lacking "width" (players "available in space" on the wings), will become dejected, the "heads will go down" and they will "have it all to do".

After a team loses badly the manager must "take some stick", but all is not lost, as football is "a sunny old game", and fortunes can soon change. When this happens lost week's failures are acclaimed as "heroes" and the success so exhilarating that the players are "lost for words".

Well, not quite lost, as they do manage to describe their feelings in familiar terms: "sensational", "great", "tremendous", "magic", "over the moon", "incredible" or, for a change, "unbelievable".

Interviewed after the match the

managers philosophize. "It's all about" players, teamwork, effort, courage, passion, scoring goals or saving which you may care to add.

Managers, spectators and commentators alike love a player who can "show all the skills" and when an "incredible" goal is scored the crowd "go mad" — a description no English teacher would accept from even a first year pupil.

Do these terms become part of the language of our pupils? Is their writing and thinking influenced and limited by the clichés which come from television commentaries week after week?

The two young prizewinners in the BBC's "Join the Experts" competition provided a very professional commentary on the clips of film showing their favourite players and incidents in the World Cup. One could almost hear the voices of David Coleman, John Motson and Harrie Davies echoing in the background.

If their spoken language is so obviously affected, it seems reasonable to assume that their writing is similarly influenced. If this is so, do we really want them to "join the experts"?

isily copied, but rather as suggestions to be taken and modified for local conditions, or even to inspire fresh thinking and new ideas.

Already information has been received on CHIL-TO-CHILD projects from more than thirty countries, ranging from the rehydration of children with diarrhoea to ways of cleaning tooth with a brushing stick in a country where tooth brushes are not readily available or cost too much.

Duncan Guthrie is director of the CHIL-TO-CHILD Programme, which has an office at the Institute of Child Health, 30 Gullford Street, London WC1. The administrator will be pleased to supply copies of leaflets, newsletters, etc., and to answer inquiries both from Britain and overseas.

Intellectual suicide?

"Teacher-training" courses frequently amount to a crime of scarce public money. The fact of life for many people recently graduated from a year BEd course and my friend with the inadequate college is intense.

Sixteen months ago I was for analysed the shortage of these colleges with great considerable accuracy (January 7, 1977).

As I see it, some lecturers at keeping abreast of research and new ideas in education and make relatively attempts at teaching.

Many others, however, are out of date and out of touch with the needs of the cause of this make little to teach. A significant number of lecturers fall into the category, and it is impossible to exaggerate their failings.

Some students complain that they find themselves being asked to do things at their time; they soon develop complaints of this type, and decreasing marks in essays, the possibility of outright failure. This is a fact many honest lecturers admitted.

Outstanding students known to fail exams, while the worst not only pass but obtain teaching positions, they have worked hard at making good relationships with who often have these colleges schools.

Approximately one-third of the lecturers have been dismissed, the public cannot afford to continue to finance and the 1980s of the P.E.C. For the rest, these ineffective lecturers.

Not perfect, but at the time was a great deal more. In the mid-sixties, the public cannot afford to continue to finance and the 1980s of the P.E.C. For the rest, these ineffective lecturers.

Two conversions do not make a revolution. But says Simone Lambin, a colleague of Mlle Pate's at La Jolie par les Livres, it is indispensable that there was very little quality publishing for children before 1965, and there is a great deal now.

In the mid-sixties, the public cannot afford to continue to finance and the 1980s of the P.E.C. For the rest, these ineffective lecturers.

Not perfect, but at the time was a great deal more. In the mid-sixties, the public cannot afford to continue to finance and the 1980s of the P.E.C. For the rest, these ineffective lecturers.

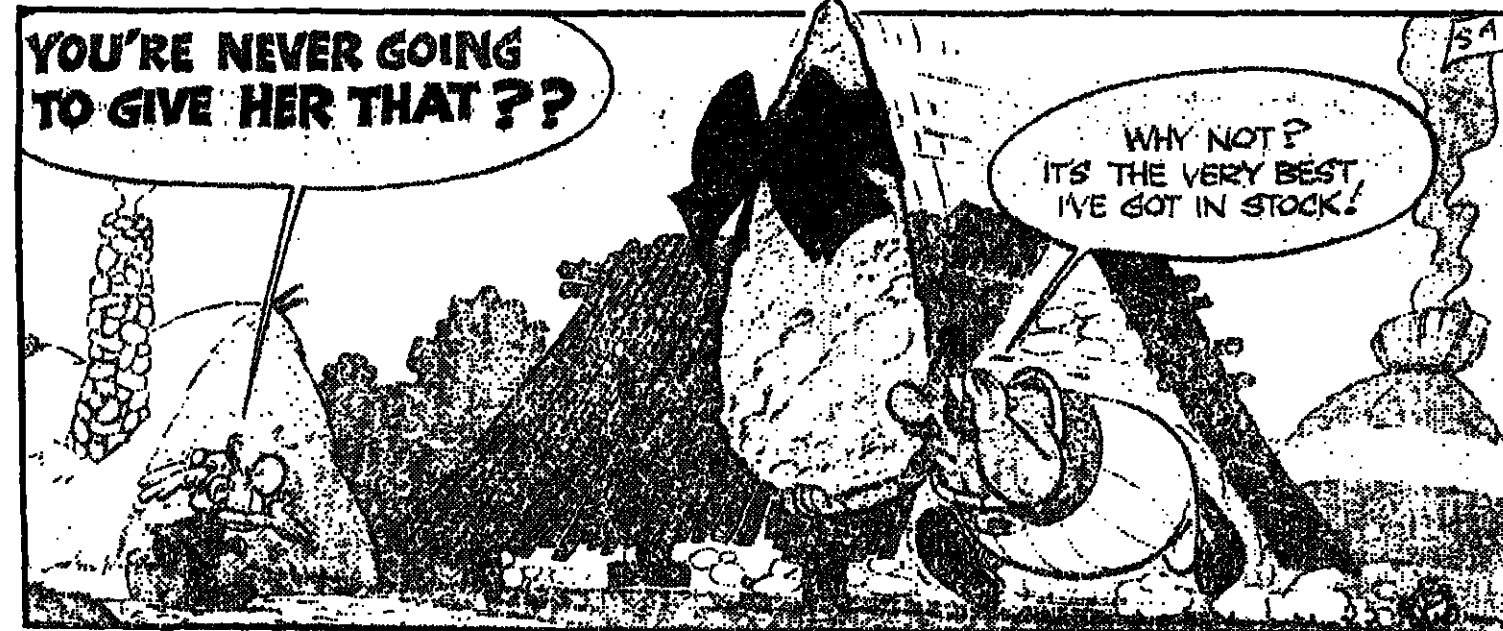
The author is a former teacher of a college of higher education.

25

Beyond the cult comic

Better times have arrived for the readers of children's books in

France, as Ann Corbett reports



Ohelx cherche la femme—but today's French children have other sources for fun.

one of Paris's chief tourist attractions until the end of the summer.

It is designed for children themselves to see what is available. There is no question of it being set up primarily for approving adult filters, though they are being drawn too. "It is the children's voyage of discovery", insists Genevieve Pate. "We can tell them", she says, explaining the joke and the humourous side of the exhibition "Ulysses, Alice, on these!" "The children's wonderlands have not stopped with Alice nor sensational journeys with Ulysses. We can help to make it fun. But it is up to the reader to make some effort." (Oh hisse! means heave ho!)

It is apparent from the exhibition—and from some bookshops—that a number of publishers have already moved a long way from those characteristically dull looking series on poor quality paper which shout their message that, like nasty medicine, they do you good. It is also clear that the cult comic strips are no longer the only source of fun for children's libraries and the science fiction heros drawn by Gollub and Fred. There are probably 50 publishers producing books which by the quality of text, illustration, or both, are as tempting as the comics to take up and take home.

Some of the books come from a changing

fringe of small publishers like women's groups (who have also been given a separate exhibition). In the past few years, they have provided alternative ideas or alternative forms of production. Now there is ample evidence that traditional publishing is changing, too. Within the past year or so, one of the bastions, Gallimard, has launched a well-researched, well-produced series of paperbacks called Folio Junior, containing both modern fiction and classics for children of eight or so to 14. Nathan, which pioneered a collection of modern foreign stories for older children, is about to launch something similar. Other publishers, including Calman Lévy, GP and Hatier, have attractive new series to bridge adolescent-adult tastes.

But while it is clear that better times have arrived for young readers, there are still some surprising gaps. It is still difficult to find cheap, extensively illustrated paperbacks on the Puffin model, although paperbacks for older children are relatively cheap—£1 or so as opposed to the £3 or £4 which is common for adult fiction.

It is also hard to find many "quality" books of French origin outside the cult comic strips, and besides those authors who are as well or better known to adults: Queneau, Prévert, Ionesco, Bosco and Michel Tournier. Experts point with hope to Philippe Dumas, Pierre Gri-

pari, Nadine Garrel and Pierre Pelot. But they are less obviously available in specialized shops than the ubiquitous and instantly translated Sandaks, Lobel, John Burningham and Raymond Briggs, or such old foreign favourites as Jack London, who is extremely popular in France.

Mme Lambin suggests that the relative dearth of good modern French writing for children may be a consequence of fashionable preoccupations with anti-novels and plot-less stories. Others say that the French have not had enough faith in children to offer them the humour and imagination which is common children's fiction in countries as different as the United States, Britain, Sweden, Germany and Japan.

But if such books are now winning the dual accolade of both children and librarians, it is probably now only a matter of time before the French themselves produce more. "My father is always telling me that it is very good for a boy to have a dog. I therefore adopted a cat," says a blow-up quote from one of the books on display. That spirit, with its mix of determination and challenge, seems to sum up much of what has happened in children's publishing in France since 1965 or so.

The exhibition at Beauport organised by La Bibliothèque publique d'information with La Jolie par les Livres lasts until August 28.

Getting in a dig

Nicholas Brown and David Floyd on

how archaeology can be more effectively introduced into the curriculum

As more schools try to incorporate archaeology into their curriculum, a minor revolution is taking place. The language of the pupil is likely to have a new word, and the needs of teachers.

Progress here is more rapid than in the past. The language of the pupil is likely to have a new word, and the needs of teachers.

This article is based on the MPhil thesis.

still have a rather static image, cut off by a myopia of scientific jargon. Their commentaries to schools seem couched in academic style, offering little to the practical needs of the teacher. So archaeology in schools is reduced to the odd filmstrip of Tutankhamun, introduced into a lesson to enliven flagging interest.

A general attitude has emerged among teachers that archaeology is a Cinderella subject, because of the anomalous facts of imagination which most archaeology involves. Despite the unfortunate consequences of maintaining this belief, the logic underlying it is at once apparent—most school children are at Piaget's concrete operational stage and find it difficult to conceptualise in the abstract. Asking a 12-year-old to reconstruct an Iron Age house from a plan is to be a random group of post-holes will induce feelings of bewilderment and apathy.

Yet how many visits to excavations are approached in any other manner? How many teachers return from these visits as nervous wrecks, after having had to cope with a group which seem to be a random group of post-holes will induce feelings of bewilderment and apathy.

A syllabus should be a clearly defined sequence of skills which exemplify the character of the discipline. This was grasped by the Schools Council in its history project, which attempted to construct a syllabus based on the requirements and abilities of the child rather than to the needs of archaeology.

Significantly, the most successful material involved two archaeological case studies, Tolund Man and the Sutton Hood ship. Tolund Man is not a dig, but he is digging people. Yet 25 years later archaeologists

of accessible and useable evidence that archaeology could offer and enabled even the most uninspired 13-year-olds to appreciate that the mysteries of Tollund Man and Sutton Hood can never be solved completely. They thus grasped not only how evidence is used, but also its limitations. They also avoided the pitfall on which many other evidence-based approaches founder—dependence on documents.

Archaeological evidence is both concrete and varied and therefore easily adapted for use with any ability range. When correctly structured it provides teachers with what ought to be their ultimate aim: a course presenting a set corpus of knowledge arrived at by asking the correct questions of pieces of evidence and fitting the answers together.

To explore air photographs, documents, maps, artefacts (whether collected locally, borrowed from a museum, pictorially represented or, if ambitious, from the field itself) demands a certain amount of organization and preparation, but the end result will more than repay this. To present children with evidence of Iron Age life, asking them to draw certain conclusions about each, can lead to a composite picture of Iron Age pastoral life emerging through the child's cognitive mastery of skills, rather than mere copying from book or board.

This approach is particularly useful in a large comprehensive where mixed ability classes are taught. At its most basic level, the information to be culled from each piece of evidence is fairly obvious, but the more able child will be able to proceed to draw further conclusions. Thus the evidence provokes similar questions in the child as it

does in an archaeologist, and the child can get far closer to the real thing through archaeology than through history.

In the field both child and archaeologist have equal access to the same source material, be it a hill fort or a hypocaust, whereas the child is unlikely to come into contact with the range of material Bullock must have had to compile his excellent study of Hitler. Archaeological evidence does not discriminate in the same way as documentary evidence, and therefore has much to offer the teacher confronted with the same of the traumas imposed by RSLA, the "open sixth" and reorganization.

Archaeology has much to give beleaguered colleagues and, although by no means a panacea, the tailoring of the methodology and evidence to suit classroom and field teaching can be immensely successful and of great potential. That this potential is as yet untapped is due to the slightly myopic intransigence of professional archaeologists over their interpretation of what archaeology ought to mean to schools, and to the dropping of the proposed Schools Council Archaeology Project.

The fit of these obstacles might be overcome by the close liaison of the Council for British Archaeology and teachers, using archaeology to provide a programme of guidance for schools. The second answer is at least more direct: the Archaeology Project must be revived.

Nicholas Brown teaches history at Brigshaw Comprehensive School, Allerton Bywater, Leeds; David Floyd is Head of History, Designate at John Smeaton High School, Leeds.

Child-to-child

Duncan Guthrie

The Institute of Education and the Institute of Child Health, University of London, have combined to develop a programme for developing countries in the International Year of the Child (1979).

In announcing the IYC, the United Nations said that some 350 million children in the developing countries were beyond the reach of even a minimum of essential services in the fields of health, nutrition and education. It emphasized the need for inexpensive, grass-roots projects which would benefit the neediest.

This joint project, known as CHIL-TO-CHILD, will provide simple

health education for children to pass on to their younger siblings. Children, especially but not exclusively the girls, take on what the West would describe as the role of the parent at a very early age, and young children are looking after the babies and toddlers in the family when they themselves are only a few years older.

The more fortunate are receiving some formal education, and the aim of CHIL-TO-CHILD is to teach these primary school children about, for instance, nutrition or cleanliness, so that they can apply it themselves and teach it to their siblings. It is also hoped to reach the child who does not go to school.

An international conference under the chairmanship of Dr T. Lamb, deputy director-general of the World Health Organization, has recently

been held, partly in London and partly in Sussex, attended by some thirty participants from almost as many different countries of the Third World. CHIL-TO-CHILD, although it was conceived in Britain and although the initial funding has come from the Ministry of Overseas Development, is considered an international programme and now has a small organizing committee with members from India, Indonesia, Malaysia, Nigeria, Sri Lanka, as well as the United Kingdom.

A number of projects, considered suitable for CHIL-TO-CHILD, were submitted to this international group, who refined or, in some cases, rejected them. The results will be published at the end of the year.

Individual projects are not being put forward as examples to be slav-

ishly copied, but rather as suggestions to be taken and modified for local conditions, or even to inspire fresh thinking and new ideas.

Already information has been received on CHIL-TO-CHILD projects from more than thirty countries, ranging from the rehydration of children with diarrhoea to ways of cleaning tooth with a brushing stick in a country where tooth brushes are not readily available or cost too much.

Duncan Guthrie is director of the CHIL-TO-CHILD Programme, which has an office at the Institute of Child Health, 30 Gullford Street, London WC1. The administrator will be pleased to supply copies of leaflets, newsletters, etc., and to answer inquiries both from Britain and overseas.

Textbook language

Annabel Cornack

When I began to study mathematics textbooks, I hoped to find out what was wrong with them. I wanted to know why the younger secondary school students I taught found them unattractive, although they could learn to "do" the maths. I supposed the content was appropriate, but that the presentation was not.

But what I found from my study of several books was that young secondary pupils had largely unacquainted notions of what the content of a maths text was, what it was, the student was being presented with. It appears that the authors of the

texts had also failed to perceive much of what they were presenting, so it was hardly surprising that the pupils were having difficulty learning anything from a text.

What I realized in the study was that words had new meanings of their own. About half the time I found that the same word referred to things in the ordinary world, or came within what Harold Rosen has called "the language of secondary education".

The most obvious criticism of the mathematical terms is that there are too many of them. All too often, a word is used because it makes it easier for the author to say something rather than because it will be useful to the pupil. Little thought is apparently given as to whether the reader will be able to infer the meaning from the context, or what contribution this unknown word can make to the exposition.

The usual excuse for the pro-

liferation of technical terms is that these convey meanings clearly and exactly. But one of the most striking findings was the multiplicity, vagueness and variability of meaning with respect to a single mathematical word. The student will have to judge when to try to interpret the information which "can" be gleaned from the sporadic occurrences of a word, and when to treat the data as belonging to separate concepts.

Consider, for instance, base—of a solid, triangle, of a number, triangle of a pyramid, of a number, system for a number in index notation. How many meanings must be learnt? Venn diagrams integrate the notions of intersection arising from sets and geometry. The student will have to interpret, but have an (empty) intersection.

Many words show a systematic, but sometimes confusing, variation of meaning according to context. Examples are order (What order were these in?) compared with Area (What is the area of a rectangle?) A

square is a special rectangle compared with Is this a square or a rectangle?, or line: Does the line curve? the line AB, the line from A to B, a line of cells in the table. In these lines is used correctly to refer to something which may be curved, which must be straight and probably infinite, straight and finite, with width, and parallel to the top of the page (ie not a column), or else discontinuous and consisting of squares (like the multiples of seven in a number square).

The "language of secondary education" is the language used for describing and analysing, reasoning, persuading, and explaining. In a modern maths course, certain ways of talking are particularly needed, and indeed the maths lesson is an ideal place to help a pupil to use this kind of language.

The use of descriptions relative to some arbitrary reference frame is explored in work on coordinates and number bases. The special forms of language needed to make a generalization or to state relation-

ships appear particularly in the properties and operations of numbers.

Beginning algebra demands use of language, lines and rectangles, and estimation, logic and logic. Numerical notation, examination of symbols, and meaning. The use of the word "formal" is used when equations are used.

What we have here is a new word, and the needs of teachers.

This article is based on the MPhil thesis.

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Stop, look, listen, learn

Susan Elliott on learning to read with television

In 1970 two stiff-looking puppet characters, Bill and Penelope, presented *It's Fun to Read*, a series designed to introduce pre-reading and reading activities to infants. It had its faults, but the Bill and Penelope stories proved very popular with the young audience, and demand from teachers justified repeats. The series returned to the schools' schedules during 1976/77, by which time preparations were well advanced for a successor, *Reading with Lenny*.

Despite differences in style and presentation, the two series shared a firm base in the telling of stories. Betty Root, advisor to the Lenny series, believes that children need a lot of incentive to read. She sees story-telling as the starting point of interest for almost any would-be learner. Television can tell stories in ways that are different from those available to the class teacher.

One of the stated aims of *Reading with Lenny* is "to enable children to feel they are reading". The programmes cannot teach reading, but the simple devices of repetition and cued anticipation encourage children to support Lenny's own early but enthusiastic efforts to read. In each programme Terry Hall tells a story about Kevin the Kitten illustrated with cartoons. Then, using a text with a much simpler vocabulary, shown this time on the screen, Terry and Lenny read the story through again accompanied by children viewing in the classroom.

The aim throughout is to get the audience involved in the story, matching words to pictures and get them enjoying the process so that an eager and positive response to reading materials can develop. The opportunities for success at this simple level are great, and Betty Root suggests that experience of success for the reader deters his later attitudes to more demanding materials. Because it cannot be assumed that all children start school with a background of books, or story-telling, teachers often have an awesome responsibility to make time and engage interest as soon as possible. Lenny is the only TV series concentrating so specifically on reading activities, but many other series are equally devoted to helping teachers in reading and language work with children.

For infants, *My World Stories* provides traditional and modern tales with the aim of stimulating



Reading with Lenny.

Imagination and interest in books. The stories are designed to complement *My World: Real Life*, a series of films showing everyday situations.

Other miscellaneous series for infants like *Stop, Look, Listen* (6 plus) *Picture Box* (8-11), *Flinding Out* (7-8) and *Seeing and Doing* (6 plus) cover a wide range of topics and are established with teachers as resources for a range of language work. *Stop, Look, Listen* is intended for the slow learner and concentrates on language development.

Into the middle school range, *About Books*, a promising offshoot from the established *Writer's Workshop* series (9-12) begins in the autumn term. *Writer's Workshop* has always concentrated on encouraging children to experiment with and develop their creative writing. A new series of five programmes, spread over the three terms of broadcasts, turns its attention to books for this age-range. The programmes will be presented in a lively magazine format and will attempt to open up the world of children's literature, not only the books themselves but the people who write and produce them.

Elaine Moss hopes the programmes will help to encourage the belief that books offer something for everyone, so that the

child entering secondary school will carry with him a lively interest in reading and not regard it as a minority activity. *About Books* aims to make contact between the potential reader and his school work with some children in the time nor the opportunity to present reading activity in a way.

Further into the secondary school, teachers may find it increasingly difficult to encourage the reluctant reader, especially when the range of available material is so limited. The *Macmillan Topline* series has been used successfully in schools for some years. A novel in the series, *What's Up?* by Catherine Storr, complements an ITV secondary series *Start Out* (14-16). *Starting Out*, written by Catherine Storr, is a 10-part serial story designed to help adolescents understand the world as they become adults. Teachers have found that pupils respond well to the themes presented through the story and identify with the teenage characters.

These programmes do not aim to teach reading, but they can claim to help towards understanding the difference between the written word and the spoken word. In this way, the basic skills and the insights of the reader, which Smith specifies, enable him to make informed guesses about the meaning of what he is reading. And if the guess turns out to be not quite accurate but makes no difference to the meaning, "then what difference can it make?" He explores the phenomenon of tunnel vision, when there is an overload of visual information, as well as the relationship between the visual and the non-visual in the process of reading, and the relationship between short-term and long-term memory.

Relax and enjoy it

Ralph Lavender on teaching reading

Reading. By Frank Smith. Cambridge University Press £4.95, 521 22092 0. £1.95, 521 29353 3.

Frank Smith's advice to anyone thinking about reading his very important new book is: relax and enjoy it. This sounds like pertinent advice for other pursuits than reading, too. Anxiety about the risk of mistakes and the attempt to memorize everything that is read will get in the way of understanding.

So let it be said at once that *Reading* is very readable, even compared with the author's earlier and more specialized *Understanding Reading* (Holt, Reinhart and Winston, now also published in a second edition). His new book (to be published in mid-August) will be much more easily available in this country, so that it can be read by everyone concerned with teaching reading. Frank Smith has a way of telling you what he is going to say, saying it, and then telling you what he has just said. It makes for clarity. Sometimes he does it with a wit verging on academic acapuncture. "It is difficult to imagine any field other than education where advice based on a self-confessed ignorance is so eagerly solicited."

No one looking for a teacher-proof method of teaching reading will find it in this book. All methods work with some children, but no method works with all children. And no programmes are given a Which-said-of-approval, for the very good reason that programmes "should not be expected to make decisions for teachers". Instead, Smith constructs a picture of reading based upon the premise that there are no processes peculiar to it: all that is required is the ability to learn, which all children possess; the ability to make sense of the visual world, which all children possess; and the ability to process speech, which almost all children possess.

He shows how children learn to recognise letters, words, and "chunks" of meaning, but that reading does not consist of recognition in that order. It is looking for the meaning first. The brain does more of the work than does the eye, deciding what the possibilities are and identifying the distinctive features with the eye's help. "The difference that makes a difference." In this way, the basic skills and the insights of the reader, which Smith specifies, enable him to make informed guesses about the meaning of what he is reading. And if the guess turns out to be not quite accurate but makes no difference to the meaning, "then what difference can it make?" He explores the phenomenon of tunnel vision, when there is an overload of visual information, as well as the relationship between the visual and the non-visual in the process of reading, and the relationship between short-term and long-term memory.

Smith is claiming that the major shift needed in the way we teach reading is not in what we do but in what we know; and his concern is to do so as teachers is to set the children free to learn to read, free from the suffocating inability to learn that we sometimes inflict upon them. All the children need to do is to relax and enjoy it.

In general and those children in particular should make it unnecessary to ask anyone else such a question. He is being modest—or tactful. If the reader is persuaded by his arguments, then the final chapter, in which there is a vital slaughter of a few sacred cows, cannot fail to change the way reading is taught. He deals with reversals, reading readiness, reading problems, and the question of dialect. He asserts that dyslexia is a name not an explanation, simply meaning "unable to read". Others may be upset by his criticism of the kind of remedial reading which concentrates on drill in letter-to-sound correspondences; he maintains that it is perverse to help those children in difficulty by teaching them the things fluent readers find least helpful. The implications of Margaret Clark's argument in *Young Fluent Readers* (Heinemann) are the same.

Reading is not decoding to sound in Frank Smith's book. Before he can decide to sound, the reader has to know the meaning of what it is he has to sound. People may believe that reading is decoding to sound since that was probably the way they were taught; but it is not necessarily how they learned to read. Reading is predicting, asking questions, and eliminating unlikely alternatives as to meaning, plus comprehension, which is answering those questions. Both processes are essential to each other: to comprehend you must predict (from experience); to learn to read (the future); and also prediction and hypothesis come out of your "theory of the world in the head" as Smith calls it.

The notion that reading is decoding, in sound has led to hallowed notions about the role of phonics. In his clearest statement yet on this, Smith claims that to teach letter-to-sound correspondence requires 166 rules and 45 exceptions; and that to carry out an accurate phonic analysis of a word works best if the word is already known. "We do not give a thing a name in order to know what it is, we have to know what it is before we can give it a name."

This is a statement, the truth of which reaches far beyond reading instruction. Meaning precedes identification and naming—how do you read "lead"? The importance of context and the support it offers the reader was argued again and again by Ronald Morgan with *Penguin's* reissue *Success and Failure in Learning to Read*? And, of course, the child who barks at print also demonstrates the truth of the point. Smith would have children taught to look at the common roots of words: it would help their spelling, too. The *Butlock Report* also suggested this, calling it "morphemic structure", a suggestion which has been shamefully neglected.

Learning to read is not different from but the same as reading. It is easy, if only teaching does not make it difficult. And to make it easy, Smith says, we should begin by reading to the child. All we have to do as teachers is to set the children free to learn to read, free from the suffocating inability to learn that we sometimes inflict upon them. All the children need to do is to relax and enjoy it.

'Steps' develops language skills and logical thinking

steps 2



EJ Arnold
Publishing

The Steps series of books and cards has been designed specifically for children of pre-school age, and in the early years of nursery/infant school. Its aims are to help develop a child's language skills and logical thinking by providing attractive and stimulating material for him to look at and talk about.

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The first set introduces the child to the different members of the family in a variety of everyday situations. The delightful, brightly-coloured illustrations encourage him to talk about the different relationships and situations and to relate them to himself.

The remaining six titles describe a sequence of events, each involving a particular member of the family group. Here too, the child can identify with the main characters, Adam and Alice, as they visit the carwash with father, or enjoy a visit from Granny.

The author, Marianne Perry, is a former infant school headmistress and co-director of the Schools Council Pre-School Project.

For information contact: Write to:
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Skimming and scanning

Mary Hoffman

Reading Skills in Practice. By Eric Williams, Peter Smart and Stephen Langley. Edwinstown Arnold £1.50.

This is a resource book for teachers though the resources are all exercises. It is aimed at the teacher of English and with English language exams in mind, although the reading skills it addresses are essential for any subject or material.

The contents list raises hopes, with its skimming, context, register, etc, but too often this is more of a fashionable top-dressing than a thorough excavation of the field. For example, Chapter One, "Skimming", gives a quite arbitrary list of four reading speeds: skimming, fast, reading, careful reading and thoughtful reading. It is not clear that there is any distinction between the last two. "Thoughtful reading", the authors say, "is the slowest speed. Reading poetry often demands this speed". They then move on to an analogy with the gears of a car, which makes one suspect that that was why they started with four in the first place.

Purpose is acknowledged to be crucial in adopting one of their four reading strategies, but the author, for the first exercise, is "What reading speed or speeds would you use for...?" and then a list of texts, eg a poem, the list is on a seed packet. It ought to be self-evident that, without referring to the purpose, this exercise is unworkable.

Exercises to practice skimming and scanning (though the term is

not used by the authors) such as finding a specific piece of information from a railway timetable, are labelled "Use with context". Such contextless functional reading divorced from any genuine purpose on the part of the pupil, can degenerate into a new kind of mechanical drill.

The chapter on synonyms offers the obvious opportunity of dealing with the very next chapter on the register, it says that words, such as house, home, mansion, bungalow, flat, residence, all have different shades of meaning. It does not point out that the word "house" does not have a physical origin, e.g. bungalow, flat, the difference between, say home, residence and shack may be one of register.

This is less surprising when one comes to the chapter on register, where the exercise is to choose a word connected with the writer's purpose, or teacher, an astute pupil, or teacher, did not come away with the impression that register was largely a matter of choice rather than a convention of that with the conventional association with subject-matter, and the writer's relation to the audience. Then exercises like "What register would you use for...?" and "What register would you use for...?" are self-evident that, without referring to the purpose, this exercise is unworkable.

Exercises to practice skimming and scanning (though the term is

Pictures in the mind

Henry Pluckrose

Reading Matters. Edited by Moira MacKenzie and Alden Warlow. Hodder and Stoughton £12.50, 340 2187 9.

The School has a responsibility not only to teach reading but also to create an environment that will make children want to read and will enable them to discover the excitement of reading. This pre-supposes that the school should be a place where people are able to converse their ideas towards reading rather than against it.

Moira MacKenzie, an experienced headteacher and now warden of the Education Centre in Primary schools, is a person of those rare qualities who is able to convey their ideas in a lively, enthusiastic manner. The book lists and useful observations about real children in real classrooms are so

cleverly interwoven that the reader is left somewhat breathless by the apparent ease of making reading matter.

Underlying the enthusiasm of the contributors is the firm conviction that literacy is much more than the latest set of bland statistics so beloved by politicians and media folk. It is about using words to express ideas, hopes, fears and plans, to create pictures in the mind. To achieve this and most teachers need to plan their approach, to use the resources of their school wisely, to give time to books. Successful planning will necessitate knowing which books to choose, how to organize a collection in a classroom or a school, how to balance fact and fantasy, poetry and prose, picture book and novel. All of these areas are fully covered (even though the text runs to only 104 pages), in an excellent booklet which should be read by everyone who works in a primary school.



fuzzbuzz

An exciting new remedial reading scheme

Colin Harris

(Publication September 1978)

The fuzzbuzz reading scheme is designed for children who have failed to learn to read. It is suitable for children in primary schools, special schools, and remedial departments of secondary schools. The course consists of *Level 1*, *Level 2* and a *Teacher's Book*. The material for *Level 1* comprises six 24-page full colour reading books and one 64-page workbook. It leads to a vocabulary of 100 words.

Level 2, leading to a vocabulary of an additional 150 words consists of a 48-page workbook and six 32-page full colour reading books. This level also introduces simple phonetics.

The *Teacher's Book* is central to the fuzzbuzz scheme. It explains the scheme fully and gives practical advice on the teaching approach. The fuzzbuzz scheme makes reading fun. Any child of whatever age or background will respond with enthusiasm to these unusual stories about a group of imaginary creatures. The strict vocabulary control and careful structure ensure that the child can read the material: the lively stories and attractive illustrations mean that the child will want to do so.

Level 1 and Level 2 Reading Books: £2.95 per pack of six
Level 1 and Level 2 Workbooks: £0.45 each Teacher's Book: £2.50 (These prices are provisional)

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Stephen Jackson

These four sets of spirit masters are well-established as invaluable teaching aids for pupils who have difficulty in reading and writing and need help to achieve a confident social literacy.

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David Jackson and Dennis Pepper

Storyhouse is a four-book course for seven to thirteen year olds to be used when pupils have completed a reading scheme and need to consolidate their reading skills. The books are full of a wide range of stories, jokes, and poems from many cultures, some familiar, but most refreshingly new.

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Oxford University Press
1978 Education Department

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Value for money on the bookshelf

Betty Root surveys new reading materials and offers suggestions on effective display

Since publication of the Bullock report the number of reading centres in the United Kingdom has doubled. There are now almost 250 providing a wealth of services. Many centres combine the teaching of children with reading problems with an advisory service to local teachers and students. While all centres are establishing their own identities, they all attempt to display a range of reading materials, although space may impose restrictions. In these situations it is much more helpful to teachers to keep a smaller selection of total programmes than to attempt to display a selection from everything. Reading centres should improve on the inspection copy service offered by educational publishers.

If storage space is a problem now the constant flow of new materials will present more difficulties in the future. For a centre like the one at Reading University, which claims to have absolutely everything in its entirety, finding room requires continuous re-appraisal of display techniques. Because something is new, it is not necessarily better, so it remains essential to exhibit the old and the new side by side so that teachers can make comparisons.

The economic crisis has not only affected the purchasing power of education allowances but has also sharpened the competitiveness of publishers. Value for money has been the keynote this past year and publishers that have irresponsibly produced expensive kits with dubious educational benefits deserve to see their sales diminish. Fortunately, few have taken such a risk so many of the reading resources appearing in schools for the first time this year really do help the children and the teachers. In order to discuss these new resources it seems advisable to consider them under the broad heading of Books and Kits.

No major new reading schemes have been launched this year but *Reading 360* is to appear in the autumn. Reading 360
Ginn

Prices of individual components are available from the publisher. This comprehensive programme originated in the United States and has been extensively Anglicized and additional material written for the United Kingdom market. It covers the five to 13 age range. Music and poetry have been included in the readers and there is a variety of support material to appeal to individual children. There continues to be healthy growth in other well established schemes from various publishers: *One, Two, Three and Away* Hart-Davis

Shelia McCullagh continues to provide imaginative, interesting books to add to this justifiably popular reading programme. The new introductory books *E, F, G* and *H* are even better than the earlier ones. The illustrations are particularly lively and help the children into the text. Vocabulary books introduce a highly motivating check system for both children and teachers. *Four New Flying Birds* (90p each) have been added to the upper end to encourage children into independent reading. Some teachers fail to recognize the importance of this bridging stage.

Sparks Children, living in urban areas, respond well to those books teachers will welcome the eight new books for *Sparks Bookshelf* Stage 3 (70p each) designed for the more fluent readers.

Link-Up Holmes-McDougal Sadly no new books have been published this year to expand the existing excellent series. Starting from a 'concrete situation' it shows many children into reading. A new book of spirit masters, called *Colour Masters* (5.75), provides some very early reading activities. It is worth noting that these spirit masters do not require a machine for duplication. The master is placed on any clean sheet of paper and rubbed over with a roller or by hand. The publisher claims that 200 impressions can be made from the spirit master. This system presents a real breakthrough as a practical alternative to expensive, expendable work books.



"A cat!" said Mrs Blue-bell. "Go away!" From *The Village and Three Corners* by Sheila K. McCullagh, illustrated by Eccle. A book from Hart-Davis's "One, Two, Three and Away" series.

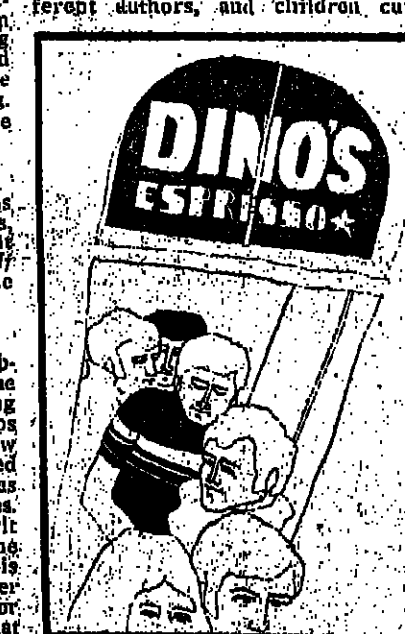
Language in Action Macmillan This ambitious programme is now beginning to take shape. It is not always easy to understand the underlying philosophy of a reading programme until a substantial proportion has been published. A range of attractive, well designed and useful support material will soon be available: Alphabet Cards, £3.95; Alphabet Book, 60p; Alphabet Worksheets, 3 sets of Spirit Masters, £5.95 a set.

Gay Way Macmillan This well used phonic scheme has recently been revitalised with new illustrations, though unfortunately no attempt has been made to re-write the rather mundane text of the base books. However, the new auxiliary stories (48p each) are much livelier and should eventually find a place on most infant bookshelves.

Kathy and Mark Nisbett The teachers' manual (£3.25) has at last been published. This book appears to have the same limitations as the early readers and is used, I suspect, by less adventurous teachers.

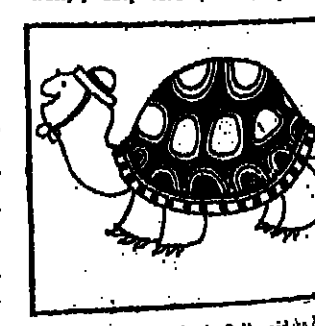
Rebecca Stories Ginn James Webster, author of the *Shanty* books, has added 12 stories at the lower end. Teachers who rightly complain about the dearth of books for the older non-reader will be delighted with these new *Shanty* stories (Ginn)—12 books £5.00 per set, not sold separately.

Roundabouts E. J. Arnold 24 books, 35p each. This series is intended for able children who are beginning to dispense with the help of a controlled vocabulary. Eventually there will be 48 books in 12 sets of four. Each set is written to an approximate level of reading and by different authors, and children can



On a foggy night, by Tony Scott. This is a book from the 'Dinos' series for reluctant readers.

develop a feeling for a type of story, since the complete *Roundabouts* series offers such a wide range. It is interesting to note that a few books indeed have appeared this year for the reluctant reader in the secondary school. Some are worth noting: *Additions to the Bull's Eye Series* (Hutchinson) £3.95; *Alphabet Book*, 60p; *Alphabet Worksheets*, 3 sets of Spirit Masters, £5.95 a set.



From "What is it?" said the boy by Margaret. Bull's Eye, a "Roundabouts" series.

Kits Super A & B kits SRA £55.65 each. These kits of comic books are intended for older children and reading ages of eight and nine years. The contents are highly motivating for reluctant readers and good use could be made of the material with young adults. Kits are an expensive luxury.

School House Word Attack II: SRA £70.91. Many teachers find *School House* 1a and 1b suitable for children who need structured phonic teaching, as they provide instant help. The new *Word Attack* rather than the old *Word Attack* will be welcomed by those who appreciate the programmed self-correcting nature of the *School House* range.

Lunch Box SRA £35.00. This is a very good example of a really poor material packaged in a more attractive box. Bovers bought

Steps 2 E. J. Arnold £5.50 complete. The second phase of the project Parry's pre-school project material. Steps 2 is a series of books to stimulate discussion and logical thinking based on a familiar theme. Well designed, useful and relatively cheap.

Language for Learning Heinemann Units 1, 2 and 3, £60 each. This material was originally developed by the ILEA Council and Urban Educational Studies Unit. It is concerned with classification, two, story, telling, three, making a film. All the material is very colourful, thoughtfully designed, and could be used with all primary school children. Units 1, 2 and 3 are available during the autumn.

First Reading and Writing Heinemann £3.95. This consists of the first reading and writing book, practice and writing book, well characterised and well illustrated. Material is intended for primary

Continued from previous page



Aunt Nora makes friends with a dog called Boy in Aunt Nora, by J. Webster, published by Ginn.

well as teachers and provides a detailed guide to teaching. Needs to be used with imagination.

Trend Card Kit Ginn £45.00. Two hundred and twenty-six activity cards for use with the popular *Trend* series of books. Mostly the work contained in these cards follows on from reading the books. As with so many activity cards the instructions are difficult to follow.

Concept Puzzles Learning Development Aids £19.50. This material provides practice the concept of sequencing. There are 10 items in this kit but although the activities are self-corrective in order to stimulate language skills, teachers need to work with the children. This is a superbly produced kit.

Reading Young Readers BBC 2 A reminder that these 10 radio programmes which constitute an in-service course on reading will be repeated in the autumn. Bridio Rabin is the presenter. The book which accompanies the programmes will also be published in a revised edition. These sessions can be taped for use with in-service work with the entire school staff. Teaching notes are available. Finally, mention must be made of a series of 10 large posters (P. Wain) *Vanishing Animals*, £9.95 a set. There is every justification for schools occasionally buying things purely to give pleasure.

The art of painless extraction

Ann Irving on the importance of library skills

Librarians stopped thinking they were book stampers years ago—at about the time when teachers stopped thinking that the best teaching method was a willow cane. Librarians in schools have been described as teachers whose subject is learning. They are interested in reading development because they know that, unless pupils acquire language and reading skills appropriate to the demands imposed on them by the curriculum, they will be inadequate library users—whether in book-based or audio-visual-based libraries.

You cannot extract information from a book unless you can alphabetize and scan for key words in order to locate page numbers in the index; you cannot extract information from the text unless you can skim through the entire page until topic sentences and keywords are located; you cannot begin to use the information found unless you can make notes based on personal questions you want answered, organize them so that they follow some logical pattern, and have a sense of purpose and audience which will direct the way you present the final piece of work.

In other words, it is almost impossible to separate library use from book use, and book use from reading skills, and reading skills from an independent approach to learning and studying, which characterizes the choice of information sources and reading strategies.

The recent discussion document from the Assessment of Performance Unit on the proposed National Test of Language Ability echoes this view with its suggestion that pupils should "be asked to demonstrate that they can use a table of contents and an index and that they can extract information efficiently

from the texts presented..." As A. N. Whitehead wrote in his *Aims of Education and Other Essays* (1929), "Education is the acquisition of the art of the utilization of knowledge."

Most school librarians organize library instruction programmes which aim to educate pupils in the art of library use. A recently completed research project, funded by the British Library Research and Development Department, looked at these programmes in 24 Cheshire and Nottinghamshire comprehensive schools to determine what needs to be taught or learned; to indicate alternative methods for dealing with those areas; and to reveal a pattern of development over the total schooling period when such activity could be introduced.

The findings revealed that library instruction was offered to first year secondary pupils in most of the schools, but much depended upon timetable space allocated by teachers. Older pupils received less formal attention but a great deal of individual help as they used libraries. Some fourth and fifth year pupils were brought along in groups for sessions on project work and outside sources of information. Little activity was planned for sixth formers, and talks with teachers confirmed that little was done in the classroom to help them cope with advanced information retrieval and use.

At some stage, in the six weeks between the end of their fifth and the beginning of their sixth year, pupils were expected to become independent learners—capable of skilled retrieval of items, analysis and synthesis of texts, critical conclusion, skilled presentation and note-making. No wonder the project method was resisted and condemned when few teachers or librarians bothered to teach or train pupils how to develop the appropriate skills. Librarians helped individual pupils but were fighting a

losing battle to persuade teachers to offer space and support for initial group instruction.

First and second year library instruction was carried out during a single period or, in some enlightened schools, over a whole academic year. The best model covered library layout and arrangement, catalogues, subject index, dictionaries, encyclopedias, alphabetical and numerical order refresher sessions, contents pages, indexes, audio-visual materials and how to plan and execute projects. Attempts to teach pupils how to use libraries during one single period was described by the Schools Council Effective Use of Reading team as equivalent to a mathematician giving one lesson a year on logarithms.

Over 100 teachers were interviewed across the curriculum: English, history, science and geography were well represented and technical, careers, modern languages and remedial teachers were included. English, history and geography teachers valued library skills highly and, although few offered guidance or reinforcement for library instruction, most thought the someone ought to teach it. Maths teachers, and many science teachers, tended to be unenthusiastic about the value of skilled library use. Their core of knowledge needed to be taught in the classroom without developing the kind of thinking which enables pupils to define, choose, retrieve and use topic information. (In higher education librarians meet more demand from scientists for advanced library instruction than from any other group.)

Remedial teachers formed a distinctly separate group, and shared many similar concerns with school librarians. Both appeared to work with all pupils rather than with just those pursuing a specific subject. They were both acutely aware of the language and reading difficulties experienced by pupils con-

fronted with textbooks, worksheets and library materials—and that such reading problems occurred in the able pupil as well as the less able. And both seemed to work in relative isolation from other colleagues in school, grinding axes about the need for support for more reading and library instruction to help pupils cope with the non-narrative prose forming the basis of academic studies.

In all this, there was a disturbing lack of communication between teachers and librarians. Few teachers knew much about the content of library instruction, and some did not realize that the librarian was not only a member of the school's staff but also a fully-fledged professional with equivalent qualifications.

Schools which have professional chartered librarians on their staffs are fortunate in having that most valuable resource of all—the human one. While many of the teachers interviewed promised to find out more and to cooperate in the teaching of library skills, the librarians themselves expressed the wish to do more and to work in close conjunction with other subject teachers.

The research concluded with an appeal to the educators of both teachers and librarians. Initial training could make them more aware of their specialisms and how they might be shared and expanded. All the necessary skills could be introduced to 11-year-olds with continuous sequential reinforcement throughout the school. The professional approach of the librarian needs drawing out much more by the teaching profession.

A report on the research project is forthcoming from the British Library, Research and Development Department, Sheraton House, Great Chapel Street, London W1V 4BE. Ann Irving is lecturer/librarian and training officer in the department of library and information studies, Loughborough University.

Heinemann Reading

Read, Write and Spell

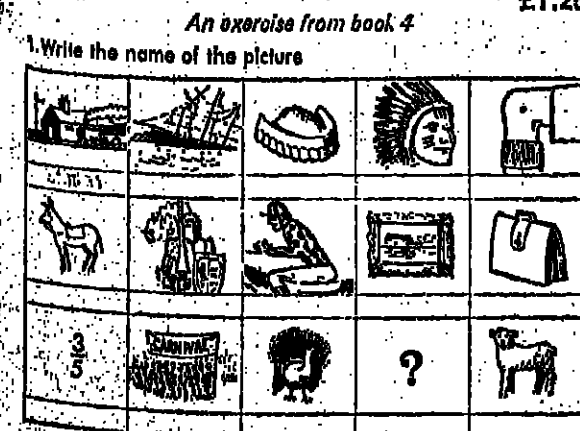
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Access to the facts

by Rosemary Harrell

Last month an interesting new monthly magazine for Britain's 70,000 adult literacy students was launched by the non-profit-making National Extension College. Access is intended for students who are ready to move on from one-to-one tuition to discussion, group and project work. It is hoped that tutors will encourage students to work on it independently at home.

Access differs from *Write First Time* in format, style and content. Half the physical page size of *Write First Time*, but with twice as many pages (16), Access concentrates not on creative writing, but on useful factual information. Each issue will include sections on motivation to help readers get the feel of it and to think more, explanations of the work of individual local authority or government departments, and a step-by-step guide to understanding and filling in Income Tax forms. The first issue for instance gives the complete metric weights of Miss World, a packet of 20 cigarettes and a Mini Clubman, describes the work of a local councillor, and explains how to fill in the earnings section of the tax form, all presented with the help of cartoon strips. The illustrations are a clear large typeface and the breaking down of sentences into simple reading units.

Each issue will concentrate on one particular topic. Subjects already planned are employment (and unemployment), health and welfare, trade unions, holidays, transport, further education and training, faulty goods and housing.

The magazine is written by Tom MacFarlane, NEC's curriculum development leader for adult literacy and an experienced writer on methods of teaching adults to read and write. A team of consultants vet each issue. The first 10 issues have been supported by a grant of £5,000 from the old Adult Literacy Resources Agency (ALRA), and they hope that the magazine will soon become financially self-supporting. Access's style and content are by no means definitely settled, and early comments from tutors and students are being sought. The magazine is yet another sign of NEC's recent diversification after 13 years of mainly providing correspondence courses. Diversification began with a move into textbook publishing (which now provides the company with a valuable second source of income) and continues with grant-aided research and development projects like the one that has produced Access. Previous projects were *Just the Job*, which aimed at assisting unemployed school-leavers, and the *Numeracy Support Scheme*.

Free sample copies of Access are available from the National Extension College, Cambridge. Orders of between two and five copies cost 25p (plus 5p postage and packing). Orders for between six and 20 copies cost 20p (plus 5p postage and packing). Each special quotation can be provided for larger orders and back numbers are always available.

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Auntie moves on

David Hargreaves on BBC literacy programming

In October, *On the Move* will complete its third and final run on BBC television, and an originally planned year of broadcasting in support of the adult literacy campaign will be over. The third year was always expected to be predominantly a year of repeats and of taking stock, listening to advice and reading the results of research so that future efforts could be better suited to needs. As the end of the initial commitment approaches we have come to regard adult literacy and adult basic education as a regular part of our work.

In recent months we have been looking back in order better to look forward. During those three years the joint efforts of local voluntary schemes, the Adult Literacy Resource Agency and broadcasters have led to about 150,000 adults volunteering to help with their difficulties in reading and writing, and about 65,000 literate adults volunteering to help them. *On the Move* and *Your Move* played a part in teaching potential students as did a range of popular magazine and music programmes on all media.

Although the results of the campaign have been very encouraging, the people who have come forward for help represent the tip of the iceberg. In 1974 the generally accepted estimate of the number of adults with a reading age of less than 9 was about 2 million. (This figure excluded recent immigrants and those known at the school stage to have had special handicaps or learning disabilities). The number of people who were sub-literates - unable to cope with the text of a popular newspaper, or to read instructions on packaged foods - was likely to be very much greater, possibly as many as five million.

The huge leap in literacy provision (from about 5,000 students in 1974 to about 100,000 in 1978) has been achieved through the energy and resourcefulness of literacy organizers in L.E.A.s and voluntary schemes, and through the skilful use of the modest funding available through the Adult Literacy Resource Agency. It is almost certain that it is not possible that provision can continue to expand at the same speed in the immediate future. It will probably continue to be useful for national broadcasting to publicize the availability of help, but probably such publicity is best tackled locally.

It seems to me that we should recognize that most adults with

Reading FRANK SMITH

This book gives an introductory account of the reading process, the perceptual and linguistic skills it involves, and the nature of the task that faces children learning to read. Frank Smith's aim is to help teachers towards the understanding they must have if they are to be successful, whatever approaches they adopt or materials they use. At the heart of his analysis is the seemingly simple truth that it is only through reading that children learn to read, and that the teacher's fundamental task is to make reading easy for his learner. An understanding of the nature of the process also helps the teacher decide what will make learning easy and what will make it difficult. The book will be read by anyone involved in the teaching of reading, including parents, voluntary tutors in literacy schemes and students as well as practising teachers.

Available Autumn 1978

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Kaye & Ward

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by Frances Farrer

"You can always help someone who's slow. I don't mean do the work for them. But always remember, never make fun of people. If you think back, you're not so perfect yourself, are you?" The autobiography of Josie Byrnes is one of the Manchester Gaze House Project's best sellers and that quotation suggests their philosophy. Gaze House publishes the work of literacy students in magazines and, occasionally, as books. Project workers provide impetus and expertise to help students express themselves in print; students respond with prose and poetry that is simple, personal and direct.

The idea of literacy students being able to write is still relatively new and when Gaze House tutors suggest they visit literacy groups to run workshops they are sometimes met with astonishment. "The idea is a spelling class" has been said more than once. Josie Byrnes, of Gaze House, considers that writing is part of reading. "Students gain enormously in verbal skill through writing and, possibly more important, in self-esteem. It gives them confidence to do more. They get very critical of their own work when they see it in print."

Cold spell

by Colin Mares

Spelling Kit. 95p.
Traffic Offences. 50p a copy, or £1.40 with teachers' notes.
Produced by Kent County Council Education Department Curriculum Development Panel for adult non-readers, available from the Secretary, East Hill House, East Hill Drive, Dartford, Kent.

The Kent Spelling Kit has five short sections which provide in a haphazard way a summary of the main methods used in the learning of spelling; some notes on problems inherent in the English spelling system; a review of the system; four books concerned with helping students to spell; a glossary of technical terms; and illustrated instructions for making a tachistoscope.

The introduction says the kit is intended to give some help to the practising tutor, suggesting things to do, books to read, ideas to think about, but other publications do this better. Probably the two most useful of these are Catherine Moorhead's *Helping Adults to Spell*, published by the Adult Literacy Resource Agency, and the appropriate sections of the BBC *Adult Literacy Handbook*. Both publications are widely used and respected, and only a really outstanding work could improve on them, given that the intention is to provide a sound basis for an understanding of the difficulties faced by tutors.

The Kent Spelling Kit mentions neither of these essential publications but gives summaries of some approaches to spelling. Among these are Margaret Peters' substantial work, and a brief outline of F. J. Schonell's work, both intended for children. The comment that Schonell's advice may be deceptive and the work probably dated is not helpful to tutors.

The main practical contribution in the Kent kit is the section on "How to make a tachistoscope", but though the instructions may be useful there is no discussion of merits and demerits. Its inclusion in the kit suggests that it has been given some sort of seal of approval, but this is by no means the case.

Practising tutors need above all an abundance of teaching and learning materials. Information about practical activities and details of methods of proven value. The *Traffic Offences* booklets do not link closely with the spelling kit but nevertheless could be useful for experienced tutors whose students may be motivated to learn to read by the need to understand about driving offences.

Initiatives in adult literacy by local authorities are commendable, but duplication should be avoided. Unless a local authority has something slightly better to offer it is probably better to leave the market uncluttered. This is particularly true with regard to published advice to tutors.

Magazine workshops are usually arranged in three sessions: planning and writing, editing and illustrating, and final layout for printing by offset litho. Tutors offer inspiration rather than pressure and this sometimes results in one or two students not producing anything, although the great majority write or tape record a contribution.

Tape recording is regarded as a valid form of writing since students who record, edit the transcripts themselves. Every piece is published and students decide whether their work shall be set in large or small print, or laid out in columns and whether the lines shall be long or short.

Gaze House began last autumn with a grant from the Job Creation Programme and a few teachers who had specialized in literacy teaching. There are now nine full-time staff including teachers, advanced literacy students and a bookkeeper.

The administrative office is the old gate house of ICI's Blackley Works, which the company lets them have rent free. This is a great help but their own full-time staff (plus 10 per cent for resources) is stretched to the limit, and there are serious doubts as to whether the project

will last into next year after the Job Creation money dries up. "If we can only keep going with publishing the books, so people don't forget us," says Patricia Duffin anxiously, "maybe there'll be some more money from somewhere later on".

The books are sold through literacy schemes and community bookshops. Lately they have begun to sell through mainstream bookshops, and some libraries are stocking them as well. Project workers hope they will be seen as local or community records rather than for remedial readers, so there is deliberately no mention of literacy on the cover. However, since words and sentences are short, the books could be useful in remedial work.

Students choose the subjects to write about and they are fairly predictable. Families, childhood, jobs, unemployment and struggles with literacy are the most popular.

The mood is generally optimistic. "I'm quite happy, at the age of 41, I can learn how to read and write." "I can't read as good as how I want, but I come on well and I do better some day." Spelling is corrected, but not grammar. "It's enough if we get

them writing", says Jenny Derbyshire. Doubts about the validity of writing at such an early stage, or whether ungrammatical texts make good remedial readers, must be left to theorists, for in practice the project achieves what it sets out to do: to get people to express themselves, to be critical, to enjoy writing, and to want to continue with it. For many literacy students life has changed dramatically for the better.

"Before I came here", says Thomas Murray in his autobiography, "like I got into a pub for a drink. I'd just pick a nice quiet corner and just sit there until I'd finished my pint... if somebody came over and started talking to me, I'd just say 'Yes, no, yes, no' because I just couldn't find any words to talk about. But now I could talk, talk, talk, talk, never shut up."

Further information, and publications, can be obtained from Gaze House Project, ICI Blackley Works, Crumpsall Gatehouse, Waterloo Street, Blackley, Manchester M9 3DA. Gaze House workers are also interested in working with other remedial groups in schools.



From "Never in a loving way", the autobiography of Josie Byrnes

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Spreading the word

Carolyn O'Grady on a new reading service called 'Bookspread'

Good bookshops are few, and they tend to congregate in certain areas while other areas have to do without. Moreover the clientele of bookshops is usually circumscribed. A few people visit them a lot, while many never go inside one.

Leila Berg, children's author and playwright, argues that too many people feel uneasy with books and in bookshops. The only books they buy probably come from newsagents, where the choice is limited, and the wealth of children's literature is never available.

Leila Berg translates her opinions into work and action. For the last nine months she and a friend, Judy Hall, have been putting their savings into gathering a fine collection of books for and about children.

This stock forms the basis of a service called 'Bookspread' which aims to bring good children's books to the notice of more people.

Until recently Bookspread has been a free service supplied on request in South London.

Now, however, costs are catching up with the two organisers who plan to start charging for the talks they give as part of the service. They are also applying for grants which they hope will enable them to produce more booklets and perhaps employ someone else.

The bookstock is kept permanently in the living room of Ms Hall's house in Streatham, South London, an area which, says Ms Berg, has no good children's bookshops. The shop is open in the early evening and people can browse and buy.

Leila Berg and Judy Hall also take collections of books around to schools, playgroups, mother and toddler clubs and other groups of mothers and children. The books are sold at the usual prices, and then replaced. To entice the occasion the travelling 'bookstall' is usually accompanied by a talk by Leila Berg, or a storytelling session.

The books are selected by Judy Hall and Leila Berg, and are arranged according to age group. There is a special collection intended to help very young children to accept the birth of siblings. The books for parents, about child development, pregnancy and psychology, are those which the organisers consider the best, and least academic, though Ms Berg still considers that most of them are too full of jargon.

The phrase 'I want people to relax with books' is used frequently by Leila Berg, and is a concern reflected in seemingly minute details. Early in the life of Bookspread, they acquired at some expense a conventional bookshop rack. Sensitive observation soon convinced Ms Berg that people were shy of removing books from these stands.

Books are now laid out as before on tables and chairs. When the two take their boxes of books into schools or playgroups, children and parents are allowed to finger them as much as they want, even if it means that items have to be replaced.

Leila Berg's and Judy Hall's visits to schools and groups can take a number of forms. The books are carefully laid out, and within 10 minutes they are often in total disarray. Parents and children "descend like a pack of locusts", says Judy Hall. "They usually say they had no idea that such books existed."

In an effort to meet her audience more than half way Ms Berg adapts her approach as she goes along, improvising in the hope of arousing enthusiasm.

At a Clapham school in London recently the books were laid out in the library, and Leila Berg sat in a corner and read to a group of children. Many of the children went home to get money from their parents and returned to buy books. The pupils, said the head,

were above all interested to meet "a real live author", but "a surprising number" bought books.

At another South London school, a group of seven-year-olds looked through the books and afterwards listened to a talk which aimed to encourage them to write. Leila Berg described how she had come to write one of the well-known "Nippers" series. The story followed from a meeting she had had with a family with eight children who were waiting to be rehoused by the council. As the story was built, the characters grew in her imagination.

"You see, even though mum and dad were only going to come into the story when they were with the children, I still needed to know about things they did when they weren't with the children—because I needed to know the things they knew about, and the kind of people they were, and the things they cared about."

"I want to have this market with a pet shop, Woolworths, a fire station, a sweetshop, a garage and so on. So I drew a map" (she shows the map to the children).

She ended with a plea for "everyone to write a story about their family. It can be a real family

or a pretended one. But what ever it is the people must talk to real people and do the things real people do."

Speaking to a group of mothers, West Indian parents she was on an academic subject, she was emphasizing the need to use books with children in a loving way—just by talking I was making academic."

She stopped the scheduled talk and read a folk tale instead, which was greeted with cheers, claps and excited laudatory comments. She hopes that these parents will want to pass on their comment to their children.

A completely different audience made up of about 15 mothers and a couple of fathers



The books were spread round the front room of a local doctor's house, and were soon scattered over the floor. Ms Berg had given them a general talk on books, but time she was going to discuss individual titles.

She used specific titles to illustrate points about the use of books. For babies, since "words are not sacred", she suggested that parents write their own words, in their own pictures relevant to the child's personality or books about unusual circumstances. For example, a family without a mother.

Certain books were appropriate at a particular stage. She suggested a book which is useful with kindergartens and another with which over-adventurous child could easily identify.

Parents are impressed with these points, not necessarily because they now know what book to buy for what phase in their child's development, but because they give them a new perspective on children's books in general.

She gave a new perspective to books sums up the objective of Bookspread, whose organisers feel that too few people know too little about what books have to offer.

Thinking in response to print

Mary Hoffman on the Open University Reading Diploma

If the 24-hour day seems to be going out of fashion for students of the Open University's Reading Development Diploma, it might comfort them to know that it is not enough for the Diploma Course Team either. No sooner is a course with the editor (and often before) than the team is planning revisions, extensions and complete re-writes.

"Now that the ink is dry..." is one of Professor John Merritt's familiar preambles, at which his team automatically start rolling up their sleeves. These are innovative courses which are substantially affected by the response of students who take them.

It all began with the first Reading Development course, chaired by John Merritt, which went out in 1973. Over 10,000 teachers in this country took the course, at a time when provision for teaching about reading in initial training courses could be as little as three hours in three years. This half-credit OU course gave an enormous boost to the importance of professional training for teachers of reading.

Then, of course, the Bullock Report came out in 1975, pressing for further qualifications in teaching reading, and the setting-up of special advisory posts in schools. In-service education seemed the best route for many teachers to a fuller knowledge of reading and when Reading Development was re-written, as all OU courses regularly are, it was conceived as the foundation course for a new four-part Reading Diploma.

It has companion foundation courses in the making. Language Development, which will be available in 1979, though students up till this year have been able to count an earlier undergraduate course as meeting this purpose.

But the unusual part of this diploma is the two final courses, described by John Merritt as "action research in the classroom". Both Reading and Language Development

are themselves practice-based, involving the student in activities, both as part of study-time and in the classroom. Still, the two later courses call for a tremendous amount of work and intellectual effort in putting together all the ideas introduced in the first two courses.

The first of the "action research projects" called *The Reading Curriculum and the Advisory Role*, is in its first year now and has presented students and tutors alike with a considerable challenge and many problems. Not the least of these were administrative—new courses are particularly prone to growing—while caused materials to arrive late. The course builds heavily on work begun in *Reading Development*, so students do not receive much actual new material. The course team hasn't offered so much precise specification as broad guidelines for the classroom work and it leaves a lot to be negotiated between students and their tutors.

Next year should prove easier, as tutors will have experienced the first year's intake and its specific problems and later students are bound to benefit from their predecessors' trials and their errors. This is what John Merritt calls "Operation Bookstrap"; everyone, course team, tutors and students are learning from the experience of doing it, how to do it better next time.

Reaction to courses is very carefully considered on the studentless campus at Milton Keynes, and the "feedback sheets" closely scrutinized. The new Reading Development (known to the liberated course team as "offspring of Reading Development") went out in 1977 and gave its first students too heavy a workload. Now a quarter of the course has been moved; it is still mailed to students but the work on it has been integrated with the two later courses, which were always based on it. Students also felt the lack of a general introduction as a new unit has been specially written.

All courses at the OU are automatically remade every four or five years but the Reading Diploma courses are particularly responsive in making modifications every year wherever possible. Feedback also comes informally through the newsletter *Readabout*, which gives students their own platform for talking to each other and to course team. One piece in the first issue offered some irreverent advice on "the most effective route from Killtown Means to Diplomacy".

It is not easy to take the diploma if you are not a practising teacher, though some lucky students not currently in post have collaborated with those who are to work jointly on activities. Advisers and college lecturers also take the course if they can borrow school-leavers. It is not a diploma for English or reading teachers, although the majority of students are primary or remedial. John Merritt sees the diploma as "developing constructive and creative thinking in response to all kinds of print. As such it is relevant to all areas of the curriculum and not just to language specialists."

It is also acting as a forerunner for other possible OU diplomas, as part of a larger picture of in-service education. So this year's Reading Curriculum students are pioneering more than one venture. Meanwhile the pioneers on the course team for the second action research project, *Reading and Individual Development*, which will go out next January, are spending more than half their daytime working hours in classrooms.

Teaching at a distance, through correspondence texts and broadcasts, has its own special problems and the team has an added difficulty in trying to produce materials of equal relevance to a wide range of teaching situations. But with the last course the diploma will culminate in the point of the whole exercise, the individual learner. If it succeeds in its aims the diploma could make all the difference to a generation's experience of literacy.

Verbal jigsaw puzzles

Alan Stokes on what makes reading matter readable

"The handwriting is on the calligraphic walls of Hollywood; the Age of Writing has passed", wrote Marshall McLuhan in *Counterblast* in 1969.

Nearly a decade has passed since McLuhan's pronouncement, and though a whole catalogue of educational gadgetry is now available, the printed word refuses to fade away. On the contrary, R. J. Heathorn writing in *Punch* reported the arrival of "the Ultimate Teaching Machine".

Heathorn is perhaps too confident about the lack of drawbacks. Some materials require more "motive power" than is reasonable to expect from certain users. For some they are unreadable.

The word "readable" in its everyday use refers to any one of a number of interacting features of text. Researchers have in the past tried with each other to annex the term "readability" and to confine it to one particular feature—whether it was done first by those interested in legibility, and next by those whose main concern was grammar and vocabulary. As a technical term, it has come to refer largely to the assessment of the formal, statistical properties of text—word familiarity, sentence length and the like. The narrowness of this perspective has been rightly criticized and it is probably time to restore some breadth and richness to the term. All text research that concerns itself with the success or failure of reading, is, to this extent, dealing with readability.

Of all the factors of readability, the one that seems the most powerful is subject matter. Are some things "naturally" harder to understand than others? What does it mean to ask an author to write a history textbook and a chemistry textbook "at the same level"? Whatever philosophy may be there lurking in the background, content area has a direct effect on the reader's interest and motivation. These in turn affect his reading performance. But this is a notoriously difficult area to research and studies of interest and motivation in reading are thin on the ground.

A new aid to rapid—almost magical—learning has made its appearance. Indications are that if it catches on, all the electronic gadgets will be so much junk. The new device is known as Built-in Orderly Organized Knowledge, BOOK. Many advantages are claimed over the old-style learning and teaching aids on which most people are brought up nowadays. It



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TEACHING OF PHYSICS to Advanced level required as soon as possible for a suitable course is available for those who wish to study it.

Candidates should write to the Head and address of the school, enclosing a completed curriculum vitae, details and addresses of referees, and stating what activities they are prepared to undertake in the summer.

(Number on roll 1901, 15 to 18 years of age, 1977-1978, 125, Sixth form students) 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626,

AVON COUNTY
THE CHASE SCHOOL FOR BOYS
Mansfield, Bristol
Required for September TEACHER

[illegible]

METROPOLITAN BOROUGH

PRIMARY

Required for 1st September, 1978 :-
BRIDGE HALL INFANT SCHOOL, BRIDGE HALL ESTATE

TEACHER FOR NURSERY CLASS.
(Ref. 738/TES)

Scale 1 + Social Priority Allowance. STAP.
MANROBOT INFANT SCHOOL

TEACHER FOR NURSERY CLASS
(12-1, 782/TEC)

Scale 1+Social Priority Allowance. STAP.

Teachers required for the above posts, able to demonstrate understanding and a knowledge of modern techniques in nursery education and with relevant experience. This new development at the schools will be supported also by the services of a qualified nursery nurse.

Application forms from Director of Education, Town Hall, Stockport (quoting ref.) and return forms to the Headteacher by the 24th July, 1978. If you require an acknowledgement enclose S.A.E.

SECONDARY

DAVENPORT SCHOOL, HIGHFIELD CLOSE
OFF FREWLAND AVENUE, DAVENPORT

**DAVENPORT SCHOOL, HIGHLFIELD CLOSE
OFF FREWLAND AVENUE, DAVENPORT**

TEACHER OF WOODWORK
(Ref. 784/TES)
Scale 1. STAP.

The post will involve teaching woodwork to 1st and 2nd year pupils. Willingness to help with General Studies would be an advantage.

**AVONDALE SCHOOL, ST. LESMO ROAD
EDGELEY**

TEMPORARY PART-TIME TEACHER

Scale 1. STAP
Required for September, 1978, until 31st August, 1979.

(Ref. 803/TER)
Scale 1. 5TAP
Required for September, 1978, until 31st August, 1979.
To teach to C.S.E. and 'O' level. The ability to 'offer
other subjects would be a recommendation.

TEACHER OF SCIENCE
(Ref. 804/TER)
Scale 1. 5TAP
With some mathematics to teach the subjects throughout
the school, preferably to C.S.E. and 'O' level.

TEACHER OF FRENCH
(With some teaching in the Humanities)
(Ref. 805/TER)

TEACHER OF ENGLISH

to teach the subject throughout the school, preferably, but not necessarily, to C.S.E. and 'O' level.

TEACHER OF ENGLISH
(Ref. 806/TE5)
Scale 1, STAP.

To teach throughout the age and ability range up to C.S.E. and 'O' level, in a lively and successful English Department.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
MANDEVILLE COUNTY

[illegible]

ROYAL LATIN SCHOOL
Buckingham
Headmaster, G. K. Enbleton,
M.A., J.P.
Co-educational Day Boarding School

[illegible]

BOUGH OF STOCKPORT
BRAMHALL HIGH SCHOOL, SEAL ROAD
BRAMHALL
TEACHER OF DOMESTIC SCIENCE
(HOME ECONOMICS)
(Ref. 5107TES)
Scale 1, STAP.
To teach to C.S.E. and G.C.E. Ordinary level.

GOYT BANK SCHOOL, THE FAIRWAY
OFFERTON
TEACHER OF ART

TEACHER OF ART
(Ref. 782/TE8)
Scale 1. STAP.
Enthusiastic teacher for Art, able to offer a wide range of disciplines but with a particular interest in Screen Printing, to join a lively department teaching Art to C.S.E. 16+ and 'A' level.

**MOSELEY SCHOOL, NORTH DOWNS ROAD
CHEADLE HULME**
TEACHER OF METALWORK/

(Ref. 808/TES)
Scale 1. STAP.
To reach to GSE 'O' level

Ref. 809/TES)
Scale 1. STAP.
To teach to C.S.E. 'O' level.

PEEL MOAT SCHOOL, BUCKINGHAM ROAD
HEATON MOOR
TEACHER OF METALWORK
(Ref. 807/TES)
Scale 1. STAP.
To teach metalwork throughout the school. Assistance
with Design/Technical Drawing an advantage.

REDDISH VALE COMPREHENSIVE SCHOOL

TEACHER OF CHEMISTRY
(Ref. 759/TES)


TEACHER OF CHEMISTRY
(Ref. 789/TES)
Scale 1. STAP.
Teaching in a committed department would include Integrated Science and Nullified Chemistry to C.S.E. and level. An independent learning 'A' level scheme operates. Interest in mixed ability and curriculum work essential.
Acquired for 1st October to 31st December, 1978, in the first instance.

TEACHER OF MATHEMATICS
(Ref. 809/TES)
Scale 1. STAP.
To teach mathematics to mixed ability groups to the

could be available.

could be available.

application forms and further details from the Headteacher (quoting reference) and return to the Headteacher 24th July, 1978. If you require a acknowledgement, enclose S.A.E.



[illegible]

**NORTH YORKSHIRE
WOODLEIGH SCHOOL**

SUBJECTS. Some of the work will be available to take Physical Education to coach games in schools. Success in this work will be between 27 and 30 per cent. to enter fully into this boarding school (on). Rummage Scale 1. A (married or single) apply to the Headmaster the names of two referees.

THAMPTONSHIRE
LADY'S CONVENT SCHOOL
 September: ASSISTANT for lower Junior, Headmistress, with addresses of two referees.

CHER required in September. The coach mainly MATHEMATICS, some ENGLISH and INCH to nine to 11-day boarding school experience. The advantage of not being a "boarder" would be to get into the busy life of a school and contribute actively outside the classroom to take part in the life of the school, and make arrangements to

SURREY
HIS TEACHER and an F.N.
TEACHER for C.E. and
 died September in Hovey
 School in Surrey.
 young and qualified. His
 Accommodation at
 only. Headmaster after
 050-678 373, or write
 1 School, Leigh, Nr. Il
 vey.

KEY
INGWOOD ROYS' SCHOOL
 10000 Read, Wallington
 dependent, Proprietary
 of 266 boys)
 1st in September, 1978
 and experienced TEA
 class of 5% to 6-year-old
 (minimum 80% and 10%
 me available.
 ease apply to Principal at
 1988.

SBEX
 experienced TEACHER require
 in school FRENCH and
 LIB/ MATHEMATICS.

LTSHINE
WIRAYA
 ... Forest, Marlborough
 ... in September
 ... TEACHER to teach
 ... to the A
 ... Lower School, I should
 ... should offer French
 ... and should be able
 ... to take a full part
 ... with the opportunity

Colleges of Further Education

DUDLEY METROPOLITAN BOROUGH
FOLEY COLLEGE OF
FURTHER EDUCATION AND
COLLEGE OF ART
VICE-PRINCIPAL
(Group 4)
Required for 1st January
1999, following promotion

details from Director
 (reference)
 St. James's Palace
 West Midlands, 10
 4th August, 1977

Further Appointments
WILTSHIRE
 SERVICE
 FIELD COLLEGE (Luton)
 Bedford Road, Luton
 FAX
 COL OF FOOD TECHNOLOGY

STUDIES. Applications are invited from qualified persons for the following positions: Grade II in HISTORY, Grade II in BUSINESS ADMINISTRATION, and Grade II in POLITICAL SCIENCE. Appropriate instructions will be sent to successful candidates. Salary, \$4,101 to \$6,938 (depending on experience and education forms) and full benefits may be obtained from the Principal, Administration Building, 1000 North Henderson House 1, Telephone Number LUTON 0211, to whom completed forms should be returned within 14 days.

BURKSHIRE
LANGLEY COLLEGE OF
ARTS, BUSINESS & EDUCATION
OFFERING A B.A. IN
COMMUNICATION STUDIES
 Applications are invited for
 the above post commencing in
 September, 1978. Applicants
 should possess a degree or
 equivalent qualification
 with a Social Science
 or relevant field. Applicants
 should be of legal age,
 single, Liberal Studies
 names and it would be
 desirable to have knowledge

The following information was obtained from a search of the files of the Ministry of Education, London, Ontario, dated 21 July 1978:

Flying Training School, RAF, Finningley, Doncaster: telephone number Doncaster (STD 0302) 770771, extension 574; to whom completed forms should be returned within two weeks of the appearance of this advertisement.
AW1477

ASSISTANT MANAGER (JUDO)

REDBRIDGE SPORTS CENTRE TRUST LTD.

An Assistant Manager is wanted for early appointment. This is a challenging opportunity in the career of Recreation Management for a physical educationist to join an enthusiastic team managing an independent multi-sports complex. Ideally, the appointee will be Judo Brown Belt standard with Club Coaches award. Responsibilities will include supervision of courses, teaching of schoolchildren and general administrative duties. Age is immaterial and salary will be negotiable in the region of £3,250 per annum and will be reviewed in October.

Application forms from The Secretary, Dept AJ, Redbridge Sports Centre, Forest Road, Barkingdale, Essex.

BOROUGH OF SOUTH TYNESIDE YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified persons for the under-mentioned full-time posts:

(a) Community Centre Warden
To be responsible for the general administration, supervision, co-ordination and development of activities based upon the centre premises which comprise main hall, social area and activity rooms. An establishment of part-time youth leaders is employed to organise and administer the association's youth work.

(b) Community Education Worker
West Park Community Centre, South Shields
To be responsible for (a) identifying, developing and expanding adult education approaches towards groups or individuals with special needs and developing the activities of the West Park Community Association. An establishment of part-time youth and community workers is employed to assist the full-time worker.
Both posts have been established under the Urban Aid Programme and offer new challenges and opportunities for candidates with previous experience in youth and community work. Salary and conditions in accordance with the J.N.C. Report, Scale 3a (£3,927-£4,389). Candidates must be qualified in accordance with the requirements of the J.N.C. for full-time Youth Workers and Community Centre Wardens.
Application forms and further details may be obtained from the Chief Personnel and Management Services Officer (Ref. 33) Westgate Hall, Westgate Village, South Shields (Tel. South Shields 521915) and should be returned no later than 28th July, 1978.

Area Intermediate Treatment Workers (2 Posts)

Birmingham Action for Youth Project
Centre 2 (covering All Saints, Ladywood and Rotton Park Ward)
Centre 7 (covering Selly Oak, Sharn End and Westwood Ward)
Career Grade £2,922-£4,545 + £312 + 5% (met. £200) supplements entry award pending.
Centre 2 is an inner city redevelopment area. Centre 7 is on the fringe of inner ring road through a residential area of owner-occupied property to a large housing estate on the edge of the city.
Birmingham is continuing to develop this imaginative programme, which involves the organisation, training and development of area intermediate treatment workers. There will be close liaison with social workers and with the Department's Intermediate Treatment Centre. Candidates for these posts must have a qualification in field/intermediate social work, teaching or youth work.
Information enquiries to Miss A. Hain, Area Manager/Centre 2 (Tel. 01-252 4381) and Mr. S. Watkins, Acting Area Manager/Centre 7 (Tel. 01-252 8081).
Car mileage allowance payable. Motor Car Assisted Park Charge and Removal Expenses/Recruitment Incentive Schemes available in approved cases.
Candidates, male or female, may obtain application forms (returnable by 28th July, 1978), from the Personnel Officer, Social Services Department, Snow Hill House, 10-15 Livery Street, Birmingham B2 4PE.
Please quote reference 061/NM/78/445.
Censuring will disqualify.

BIRMINGHAM CITY COUNCIL

LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT

FULL-TIME YOUTH & COMMUNITY WORKER

Salary JNC Scale 3(a): £3,854 rising by annual increments to £4,305, inclusive plus £312 Supplementary Payment plus Phase II Earnings Supplement per annum.
Applications are invited from suitably qualified Youth and Community Workers and Teachers for the full-time post at Canada Villa Youth Centre, The Mill Hill, in the Mill Hill area. It is a modern, self-contained and well-furnished with a fully equipped stage.
Separation allowance of 100% of removal expenses may be paid.
Further details and application form from the Director of Education Services, Town Hall, Friern Barnet, London N11 3DL. Ref: ADM/E/189. Closing Date: 28th July, 1978.

YOUTH AND COMMUNITY SERVICE continued

PETERBOROUGH
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Peterborough Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Peterborough City Council, 100, The Strand, Peterborough PE1 1UA.

SEFTON
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Sefton Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Sefton Council, 100, The Strand, Sefton, Merseyside L35 9EF.

SHEFFIELD Y.M.C.A.
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Sheffield Y.M.C.A. Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Sheffield Y.M.C.A., 100, The Strand, Sheffield S1 2JF.

STAFFORDSHIRE
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Staffordshire Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Staffordshire Council, 100, The Strand, Stafford ST16 2JF.

WEST SUSSEX
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The West Sussex Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, West Sussex Council, 100, The Strand, West Sussex BN1 2JF.

**Overseas
Appointments**
The following are available for consideration:
JAPAN
International Education Centre
The International Education Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, International Education Centre, 100, The Strand, Japan 100-0001.

**TEACHING ENGLISH
ABROAD**
The following are available for consideration:
JAPAN
International Education Centre
The International Education Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, International Education Centre, 100, The Strand, Japan 100-0001.

**TEACHING ENGLISH
ABROAD**
The following are available for consideration:
JAPAN
International Education Centre
The International Education Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, International Education Centre, 100, The Strand, Japan 100-0001.

**TEACHING ENGLISH
ABROAD**
The following are available for consideration:
JAPAN
International Education Centre
The International Education Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, International Education Centre, 100, The Strand, Japan 100-0001.

**TEACHING ENGLISH
ABROAD**
The following are available for consideration:
JAPAN
International Education Centre
The International Education Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, International Education Centre, 100, The Strand, Japan 100-0001.

BAHAMAS YOUTH AND COMMUNITY SERVICE

The Bahamas Youth and Community Service is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Bahamas Youth and Community Service, 100, The Strand, Bahamas 100-0001.

MEXICO
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Mexico Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Mexico Lively Youth Centre, 100, The Strand, Mexico 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

AFRICA
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Africa Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Africa Lively Youth Centre, 100, The Strand, Africa 100-0001.

ITALY YOUTH AND COMMUNITY SERVICE

The Italy Youth and Community Service is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Italy Youth and Community Service, 100, The Strand, Italy 100-0001.

MEXICO
LIVELY YOUTH CENTRE
ASSISTANT MANAGER
The Mexico Lively Youth Centre is seeking an Assistant Manager to take over the day-to-day running of the centre. The post is full-time and involves a wide range of responsibilities including the supervision of staff, the development of the centre's activities and the management of the centre's finances. The successful candidate will be a qualified youth worker with experience in the management of youth centres. Applications should be sent to the Director of Education, Mexico Lively Youth Centre, 100, The Strand, Mexico 100-0001.

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LONDON BOROUGH OF BARNET

Education Department

FULL-TIME YOUTH AND COMMUNITY WORKER

Salary, Grade JNC Scale 3(a): £3,723 to £4,185 inclusive plus £312 Supplementary Allowance plus Phase II Earnings Supplement plus Stage 3 Pay Award pending, per annum.

Applications are invited from suitably qualified Youth and Community Workers and Teachers for the full-time post at the Whitefield Youth Centre, situated on Whitefield Road, London, N.W.2.

Further details and application form available from the Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL. Ref: ADM/E/200. Closing date July 31, 1978.

CHURCH OF ENGLAND CHILDREN'S SOCIETY

A NEW OPPORTUNITY
IN COMMUNITY WORK

COMMUNITY WORKER WITHAM, ESSEX

This is a new post which has been created after considerable inter-agency discussion. The appointment will be initially for three years.

Witham is a quiet town around which have grown a number of large housing estates. The person appointed will focus on the estate with 800 families which presents enormous needs to the statutory and voluntary social work agencies.

The post will provide an exciting and new opportunity to tackle these needs on a community basis.

The task is to help the community develop the thriving network of community care strengths and resources it lacks and through which it could begin to meet some of its own needs.

Our experience indicates that this task needs someone who will be a resident member of the community. We are therefore looking for someone who would find such a project exciting and challenging and who would be able to bring to the post this new approach to needs in Witham.

Salary scale AP4/£ 23,280-£4,005 p.a. + £212 supplement + 5% phase supplement of 5%. Starting point dependent on qualifications and experience.

A recognised social or community work qualification is desirable. However, the estate will be arranged and we will provide a car and telephone.

The Society is a Christian Organisation and seeks in staff readiness to grow in Christian faith and life whether or not applicants have formal allegiance to a Church.

A description of the project and application forms are available from the Area Social Work Officer, Mr. D. J. Lovell, who can also be contacted for informal discussion at 481, Woodbridge Road, Ipswich, Suffolk. Telephone: Ipswich 71049/7281.

Careers Officers

Older/Abler Pupils

Caterham and Guildford £4,525-£4,797

Candidates should have a degree or equivalent qualification, be qualified for and experienced in the work of the Careers Service. The experience should be sufficient to enable the successful applicant to advise pupils and students intending to pursue GCE 'A' level courses at Schools and Colleges in the South East and South West areas of the County.

Careers Officers

Caterham and Epsom £4,050-£4,797

To join the team of Careers Officers in North Surrey and to undertake a general caseload. Candidates should have a degree or equivalent qualification and be qualified for the work of the Careers Service.

Salary according to age and experience for all posts. Car allowance and subsistence expenses payable, together with generous relocation expenses in approved cases.

Further details from the County Education Officer (reference CB/77), Careers Service, County Hall, Kingston upon Thames, Surrey. Telephone 01-548 1080, extension 344. Closing date: July 28.

SURREY COUNTY COUNCIL

GRAMPAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

COMMUNITY EDUCATION SERVICE

TEAM LEADER

Ref. 445/8

Applicants for this newly created post should hold qualifications in Youth and Community Work, Adult Education and/or have other relevant experience.

The person appointed will be based at Linksfield Community School, Aberdeen, and will be responsible for a small team of workers serving the area including Linksfield, Powis, Seaton and Tillymore. The Community School is a newly opened facility which includes a swimming pool, games hall and general community areas.

Salary scale (inc. supplements) £4,477 to £4,915 per annum.

Further details and application forms may be obtained from the Personnel Officer, Woodhill House, Ashgrove Road West, Aberdeen, AB9 2LU. Closing date for applications 21st July, 1978.

KENT County Council Education Department

YOUTH AND COMMUNITY SERVICE WORKER

MEDWAY DIVISION

£4,041 to £4,528 (includes supplements)

Pay award pending

Must be a qualified and experienced Youth Worker to join this Division located in Rochester and Chatham which offers scope for work with young people in statutory and voluntary clubs and organizations.

In-service training provided. Assistance with removal, lodging, resettlement and legal expenses in approved cases.

Further details and application forms, returnable by July 28, from the Divisional Education Officer, For. Pitt House, New Road, Rochester ME1 1DU.

ENGLISH LANGUAGE TEACHERS, KUWAIT

International Language Centres invite applications from experienced TEFL teachers to join an established team engaged in the language training of oil company staff. Candidates should be males of bachelor status and should hold a degree from a British university.

Appointments are for 1 year from September 1978. Remuneration is in excess of £7,000 per annum tax free. Return air fares, housing and daily transportation to the teaching site are provided free. Paid holidays are six weeks per year.

For details and application form apply: Personnel Department, International Language Centre, 24 Old Bond Street, London, W.1.

AUDIO-VISUAL AIDS OFFICER

Ardsah Higher Technical Teacher Training College, Kerman, IRAN.

To develop and teach a course in Educational Technology, to encourage staff to develop teaching materials, and to organise the activities of the audio visual aids centre.

Degree and at least 5 years' experience in an Educational Technology unit in tertiary education.

Salary £5,500 to £7,500 p.a. Starting point dependent on qualifications and experience. 2-year contract, renewable, to commence as soon as possible. Free accommodation or housing allowance. Air passage paid.

Spouse with secretarial and general office experience also considered for a post in same establishment.

Apply direct with C.V. to: Miss Gayle Secor, 89 Leabury Road, London W11 2AG. Interviews in London, late July.

UNIVERSITY OF PETROLEUM AND MINERALS DHAHRAN, SAUDI ARABIA

ELECTRONICS TECHNICIAN

The University of Petroleum and Minerals, Dhahran, Saudi Arabia, invites applications for an experienced Electronics Technician/Instrumentation Technician for the Research Workshop of the University.

(1) ACADEMICS
High School plus three-year Trade/Technical Diploma or equivalent in Electronics, preferably specializing in instrumentation. Knowledgeable in digital electronics and solid-state circuitry.

